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ABSTRACT

This program guide expresses the philosophy, goals, and objectives, and outlines the scope and sequence of Russian instruction at various levels for the public schools of Hawaii. The emphasis is on development of the communication skills--listening, speaking, reading, and writing. The goals, objectives, and performance expectations are presented as guides from which teachers can derive specific objectives and procedures for their own situations. The guide has five sections covering the following areas: (1) general outline and explanation of philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) suggestions for teaching the four skills; (3) scope and sequence charts of the secondary school Russian program, covering language and culture courses, and conversation and culture classes; (4) a curriculum outline for language and culture, Levels I through VI, and for conversation and culture, Levels I and II; and (5) a description of levels and skills development in terms of general expectations of the student for each level of study. (AMH)

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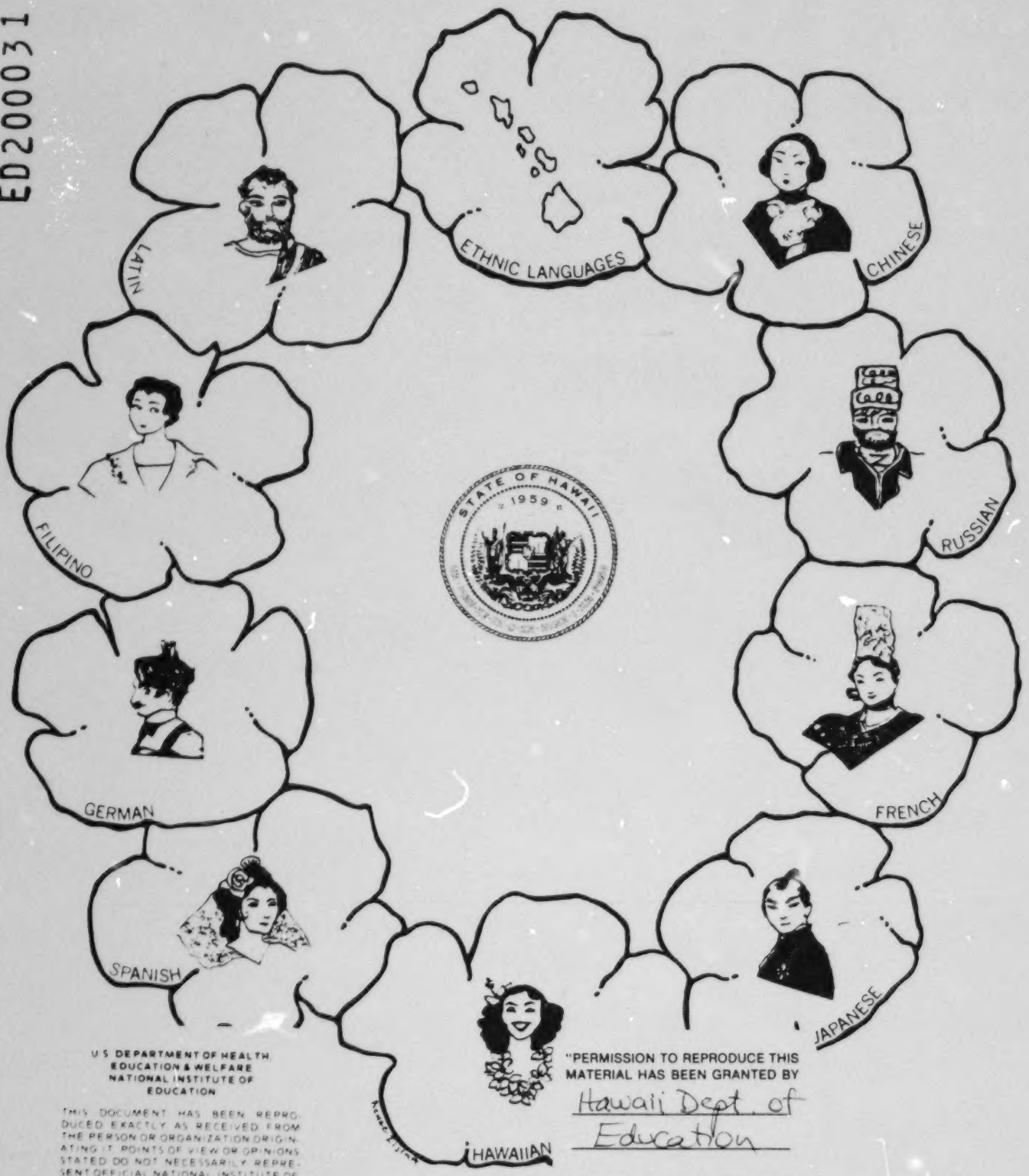

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RUSSIAN LANGUAGE PROGRAM GUIDE

Office of Instructional Services/General Education Branch • Department of Education • State of Hawaii • RS 80-9910 • September 1980

JAN 26 1981

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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FOREWORD

A recent editorial in the local press showed a picture of the Pacific Basin with Hawaii as the central point. The reader's attention was called to the fact that Russia covers a large portion of this circle. This obvious fact is not common knowledge because our attention is given to those areas of the circle that we feel more comfortable with because of language, cultural or economic ties.

From a global perspective, the reasons we have so little contact with Russia become insignificant in comparison to the reasons we should have more contact.

We often do not realize the tremendous influence that Russia has on our daily lives. Her writers have changed literature, her scientists have changed science, her musicians have brought music to new heights, and her politicians have changed the face of the earth. The Russian bear shakes the world when it moves, and we should not and cannot ignore it.

If we know Russian history, culture and language, we will know Russian people. All the doors of mystery will be removed; and this powerful, influential nation will become a natural part of our human family instead of an unnatural stranger.

Whatever steps we can take now in our public schools to open windows to our Russian neighbors will be bricks for the foundation of peace, understanding and prosperity for our future. The key point is to begin immediately; the process for such a worthy reward is long.

This guide is intended to assist administrators, teachers and others dedicated to achieving the goals of teaching Russian, appreciating its culture and furthering international understanding.

CHARLES G. CLARK
Superintendent of Education

ACKNOWLEDGMENTS

The American Association of the Teachers of Slavic and Eastern European Languages, Hawaii Chapter, has played a key role in assisting our Educational Specialist for the Asian, European and Pacific Language Program, John Wollstein, in preparing this guide.

Dr. Larry Heien and Dr. Michael Klimenko of the University of Hawaii and Mr. Walter Holden of Iolani High School reviewed the document and made useful suggestions and comments which were incorporated into the work.

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The sine qua non of this and all other previous guides is Mrs. Joyce Torres, whose patience and secretarial talents make the myriad of details and complications disappear.

Special acknowledgment is due to Mrs. Viveca Seymour, who wrote, compiled and edited most of the materials. Her dedication to the study of Russian language and culture as well as her natural talents and love of teaching was the needed ingredient which made this volume a reality.

Renee Iijima, a young artist of Hawaii, is responsible for the art research and designs. She personally drew the original works which add special life and interest to the script.

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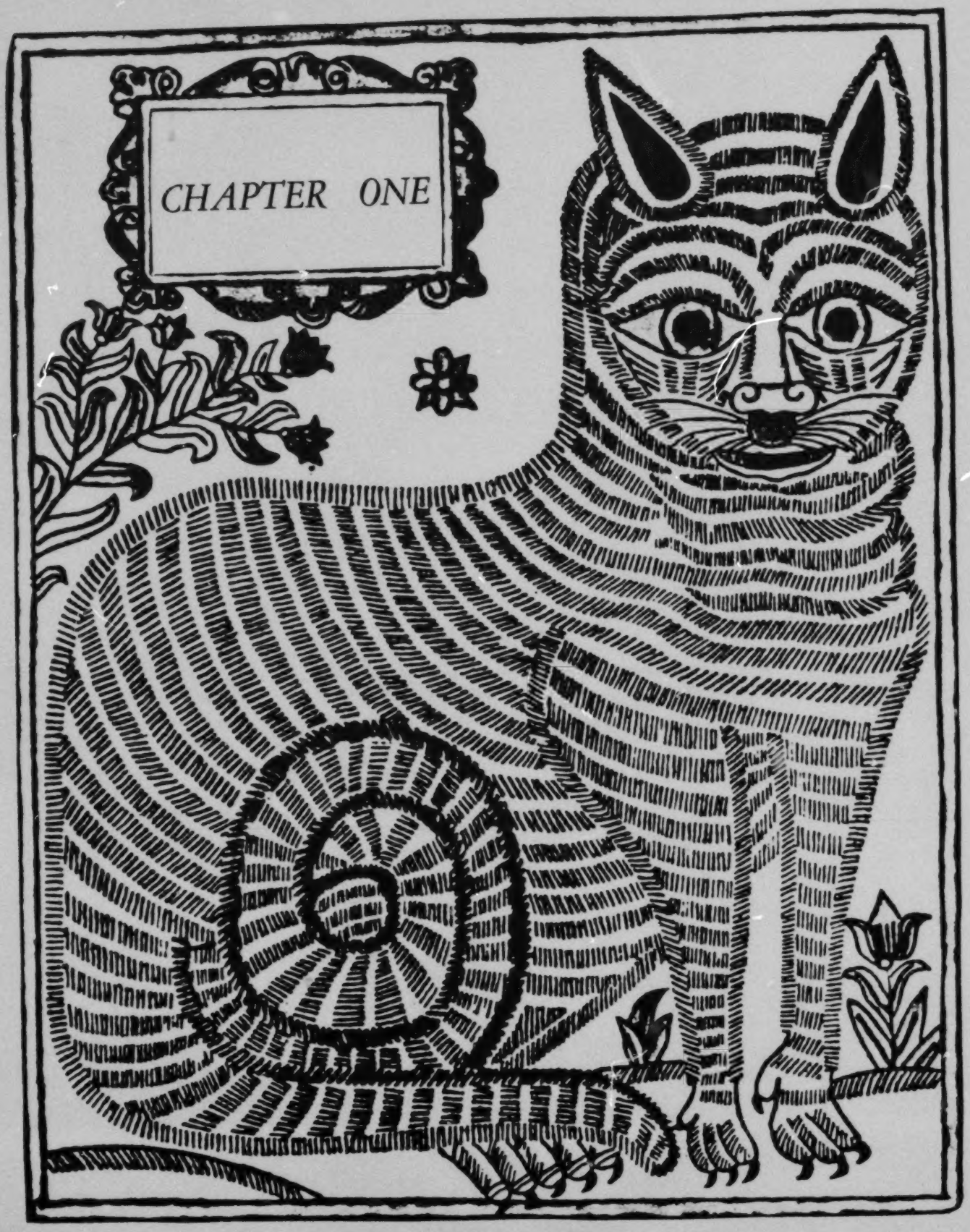


Peter the Great is satirized as the "Cat of Kazan" with trim whiskers.

PURPOSE OF THE GUIDE

The purpose of this Russian Language Program Guide is to express the philosophy, goals and objectives, and to outline the scope and sequence of Russian instruction at various levels for the public schools of Hawaii. All of these elements are treated within the framework of the Master Plan for Public Education in Hawaii, the Foundation Program, and the performance expectations.

The emphasis is in the communication skills--listening, speaking, reading, and writing. Culture is not treated in detail because it is covered in a subsequent document.

This guide is designed to aid schools in developing their own instructional program by outlining program goals, program objectives, and performance expectations from which teachers can establish instructional objectives in their own classroom situation.

This guide does not advocate any specific methodology nor specific materials. Teachers are free to select materials from the Approved Instructional Materials (AIM) publication. Russian courses are noted in the Authorized Courses and Code Numbers document.

Petersburg Academy of Science

PHILOSOPHY OF THE RUSSIAN LANGUAGE PROGRAM

The study of Russian adds a dimension of enrichment that should be an integral part of the academic experience. This experience should begin at the earliest possible age when continuous progress in the language can be assured.

No language or country is so strong that it can be independent of the languages and cultures of the rest of humanity. Only through language can a person be known and only through a person can a nation be truly understood. Learning even the fundamentals of Russian will help to remove the barriers resulting from a monolingual and monocultural perspective. The study of Russian opens the door to understanding the vastly different and complicated society of the Soviet Union.

Beyond political motives, the geographical proximity of Russia provides the possibility of further cooperation in scientific research. Overcoming the language and cultural barriers can lead to continuation of programs like joint endeavors between Soviet and Hawaiian oceanographers.

An understanding of Russian language and culture provides solid basis for the study of history, political science, and literature. Such understanding also promotes an appreciation of the art and music of the language and cultures being studied.

Moreover, the study of Russian helps students to view their own language and culture from different perspectives. Students take stock of their own society by examining and objectively analyzing another culture. Also by studying another language, students reinforce their English language skills, as they compare and contrast the forms and syntax of both languages. Hence, the study of Russian deepens a student's knowledge of the English language and appreciation of American society.

The growing importance of the natural and human resources throughout the world makes it imperative that young Americans learn about their neighbors. The President's Commission on Foreign Languages and International Studies calls for funds, a mobilization of ideas and will, and definitive action to encourage "the study of foreign language and civilization as an important means of expanding communication among peoples." To meet this challenge we encourage the study of this beautiful and poetic language--Russian.

Traditional motif, carved in wood and hand-painted.

VALUE OF THE RUSSIAN LANGUAGE PROGRAM

It is important for a student to know the values of studying Russian language and culture.

The student enlarges his or her world by participating linguistically and culturally in the life of another people. Direct contact with Russian culture can become one of the most rewarding experiences of the student's life.

Russian study gives the student a greater appreciation for the many ethnic groups which make up his or her community and the United States. It enables the student to respect those who have retained their accents and to sympathize with those who are learning English.

To achieve our goal of peaceful existence on earth, our country needs citizens who can communicate with speakers of other languages. For years the Soviets have realized the importance of English language training in their schools. We can afford to do no less. Presently there are more English language teachers in the Soviet Union than there are speakers of Russian here in the United States.

The universal importance of Russian in world affairs cannot be understated. And of particular concern to us in Hawaii, Russian has established a strong presence in Asia and the Pacific. It is important that we learn to deal with this presence directly, rather than through an intermediary. This entails people proficient in Russian and cognizant of the world political view.

The study of Russian is a key to scientific research. A knowledge of Russian gives direct accessibility to scientific and technical works. After English, Russian is the second most widely used language in scientific publications.

The study of Russian also offers broad career opportunities. Using a knowledge of Russian as a tool, students may choose from a spectrum of career possibilities, ranging from private business to many agencies of the Federal government, and from travel industry to translating or library science.

It is true that English has become the foreign language most studied worldwide. Some may wonder why Americans should bother to learn Russian. Why not let the foreigners learn English? One answer is that such a reaction is egocentric, and that if the inhabitants of the world are important to us for strategic reasons, we must make a language learning effort that is as impressive as their own. A second answer is that worldwide, countries are broadening their scope and sharpening their insights by learning a second language. We must not deprive ourselves of a corresponding expansion of our abilities and visions.

PROGRAM GOALS

There are two primary goals in the Russian Language Program:

1. To create an awareness and an appreciation of Russian culture with its far reaching effects throughout our world.

   This goal is related to Foundation Program Objectives II, VII and VIII.

2. To teach students the basic listening, speaking, reading and writing skills which will enable them to think and to communicate in the language.

   This goal is related to Foundation Program Objective I.

M.V. Lomonosov

PROGRAM OBJECTIVES: CULTURE

The objectives of culture instruction within the Russian Program are:

1. To develop a receptive attitude toward the Russian language and a realistic view of the overall cultures it represents.

2. To emphasize contemporary Soviet life and the activities of Soviet youth.

3. To develop an understanding of how governments are different from and similar to our own.

4. To develop an understanding of the geographic influences upon the economic and social development of the country.

5. To develop an appreciation of the role played by Russian-speaking world in the creative arts and sciences.

6. To develop a knowledge of history and historical figures, cultural heroes, literature, and representative characters within the literature of the Russian-speaking world.

7. To appreciate the beauty intrinsic within the language with its sounds and rhythm.

8. To develop a fuller realization and understanding of American culture through the additional perspectives gained by studying another culture.

9. To develop a fuller understanding of the meaning of words and non-verbal communication along with their background and any special significance they might have in view of cultural emphasis.

PROGRAM OBJECTIVES: LANGUAGE SKILLS

The student should be able:

1. To listen to and comprehend the Russian language when spoken at a normal speed on a subject within the range of the student's experience.

2. To speak well enough to communicate directly with a native speaker within the range of the student's experience.

3. To employ the idiomatic nuances and gestural language common to native speakers of Russian.

4. To read material on a given level with direct understanding and without translation.

5. To write about a subject within the range of the student's experience using authentic Russian patterns.

6. To develop a better command of the English language through additional perspectives gained by studying another language.

7. To learn basic Russian grammar and usage.

8. To learn to think in Russian, the ultimate goal of language study.

Latvian Ensemble "Dantsis"

THE HIERARCHY OF GOALS, OBJECTIVES, AND PERFORMANCE EXPECTATIONS

The Master Plan for Public Education in Hawaii mentions a number of educational purposes which relate to the Asian, European and Pacific Language Program. One purpose concerns helping students to understand and to appreciate other individuals belonging to social, cultural and ethnic groups different from their own. Another purpose concerns developing a responsibility to self through working toward self-fulfillment and developing a positive self-image and self-direction. And still another purpose deals with helping students acquire the skills of listening, speaking, reading, and writing.

The Asian, European and Pacific Language Program has, in varying degrees, either a direct or an indirect influence on the attainment of many of the Foundation Program Objectives which are translations of the educational purposes.

The actual program goals and program objectives for learning culture and language are listed in the Foreign Language Program Guide, published in October 1977. Those specific to Russian are found in this guide.

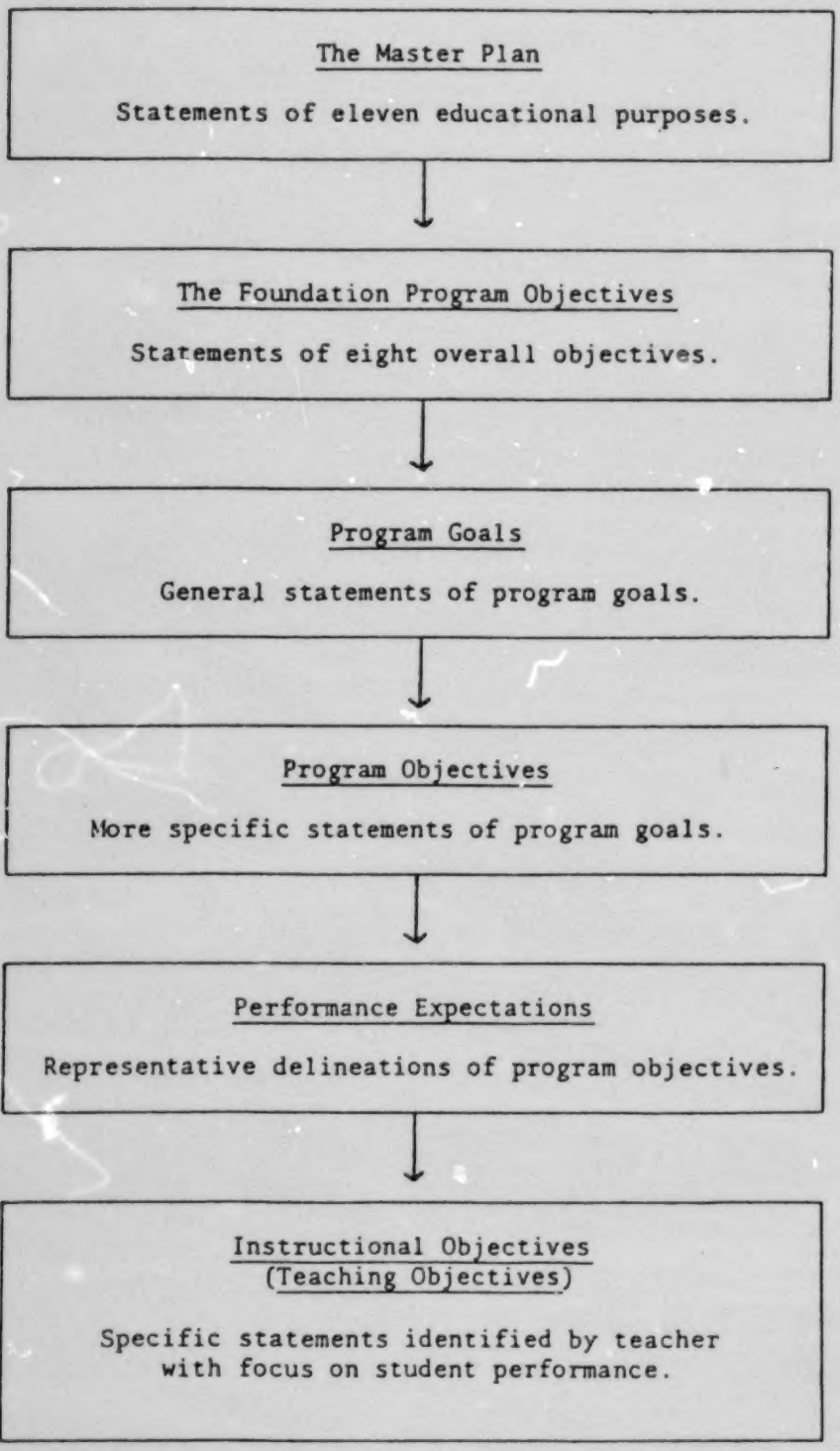
The performance expectations found on pages 9 and 10 are more refined guidelines of the expected outcomes at the classroom level. The performance expectations are delineations of the program objectives.

The teacher must bear in mind, however, that the performance expectations are by no means exhaustive or inclusive. They serve only as guideposts by which teachers can identify instructional or teaching objectives.

A graphic illustration of the hierarchy of relationships is found on the following page.

Shield of the city of Moscow

GRAPHIC ILLUSTRATION OF THE HIERARCHY OF GOALS, OBJECTIVES, AND PERFORMANCE EXPECTATIONS


The Master Plan
Statements of eleven educational purposes.
The Foundation Program Objectives
Statements of eight overall objectives.
Program Goals
General statements of program goals.
Program Objectives
More specific statements of program goals.
Performance Expectations
Representative delineations of program objectives.
Instructional Objectives
(Teaching Objectives)
Specific statements identified by teacher with focus on student performance.

PERFORMANCE EXPECTATIONS FOR
ASIAN, EUROPEAN AND PACIFIC LANGUAGES

First Year of the Language	Second Year of the Language	Third Year of the Language
. Discusses some ways in which cultural differences (e.g., proximity of speakers) play important roles in verbal communication.	. Relates how similarities among cultures are partly caused by increasing ease of communication and travel.	. Demonstrates an awareness of notable events, conditions, and ideas which have influenced language and its culture.
. Explains how knowledge of a new language enhances the potential for new experiences.	. Explains how one's own perspective has been broadened through the study of a new language and the culture associated with it.	. Discusses some of the major personalities which have influenced the history of the country(ies) where the new language is spoken.
. Explains how cultural value differences can be understood through the study of a new language.	. Compares the culture of the country(ies) where the new language is spoken with one's own.	. Recognizes how the values and traditions of a country are often reflected in its language.
. Discusses the role a new language plays in meeting society's needs for communication among countries and cultures.	. Discusses ways in which types of art forms vary among cultures.	. Identifies, selects, and uses alternative solutions to interpersonal conflicts which might arise from cultural differences.
. Participates in aesthetic expressions of the new culture, such as dancing, singing, and cooking.	. Explains the way in which the art forms of a culture reflect its values, customs, and environment.	. Demonstrates the understanding that the art forms of a culture reflect its values history and environment.
. Identifies selected art forms that are representative of the new culture.	. Identifies selected art forms that are representative of the new culture.	. Uses the aesthetic expressions of the new culture (such as music, art, performing arts literature, cooking, and architecture) for one's own enrichment.
. Discusses some aesthetic contributions of the culture and the new language to American life.	. Demonstrates an understanding that the art forms of a culture reflect its values, history, and environment.	. Demonstrates an aesthetic aspect of the new culture through art, dance, drama, etc.
. Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.	. Reads and comprehends cultural information written in the basic vocabulary of the new language.	. Identifies some major writers and works in the new language and comments on their influence upon the language and the culture.

N.B. Cultural aspects of Russian language study are to be covered in greater detail in a subsequent publication.

First Year of the Language	Second Year of the Language	Third Year of the Language
. Reads, with general comprehension, simple selections in the new language.	. Reads, with general comprehension, literary selections in the new language.	. Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.
. Writes basic sentences in the new language.	. Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.	. Reads, with general comprehension, simple literary selections in the new language.
. Exchanges amenities with a speaker of the new language.	. Creates an original paragraph in the new language.	. Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure.
. Demonstrates sensitivity towards the needs of a speaker of the new language by responding to verbal and non-verbal cues.	. Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure.	. Corresponds with a speaker of the new language.
. Communicates with a speaker of the new language using basic vocabulary including numbers and measurement.	. Corresponds with a speaker of the new language.	. Creates an original composition in the new language.
	. Demonstrates sensitivity to the needs of a speaker of the new language by responding to verbal and non-verbal cues.	. Communicates with a speaker of the new language using basic vocabulary including numbers, measurement, and money.
	. Communicates with a speaker of the new language using basic vocabulary including numbers, measurement, and money.	. Uses insights gained through the study of the new language to enhance interaction with people who speak the language.
	. Converses in the new language in a familiar situation.	. Converses in the new language in a familiar situation.
	. Identifies stories, poetry, and music of the new language and culture which evoke personal aesthetic pleasure.	. Uses the new language for personal enjoyment.
		. Listens to selected literary forms in the new language.

RELATIONSHIP OF LEVELS OF OBJECTIVES

The following sequence is an example of the relationship of levels of objectives as applied to the Russian Language Program.

THE MASTER PLAN

RECOMMENDATION: THIS SCHOOL SYSTEM WILL PROVIDE THE PUPIL WITH EXPERIENCES IN WHICH OUR CULTURE IS STUDIED IN RELATION TO OTHER CULTURES OF THE WORLD.

The aim here is to reduce provincial biases by instilling a broad range of viewpoints from many cultures in order that the pupil may be prepared intelligently for the enormous responsibility of local, national and world citizenship. World peace will remain an item of high priority in the agenda of human affairs. Without doubt one of the major realities of the next quarter-century will be the intense desire of our people, and of the great majority of the peoples of the rest of the world, to live in peace. Advances in communication and transportation and world-wide economic interdependence will increasingly bring peoples of the world into more intimate contact. There is much chance for understanding to develop--just as there are increasing opportunities for misunderstanding. Choices that must be made frequently will cut across cultural ethnic and political lines; therefore, the learner must be encouraged to recognize and respect differences among people and cultures. (Master Plan for Public Education in Hawaii, 1969, pg. 51.)

THE FOUNDATION PROGRAM OBJECTIVES

OBJECTIVE VII: DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS.

- Compares and contrasts own behavior with that of others.

(Student Performance Expectations of the Foundation Program, Asian, European and Pacific Languages, 1978, pg. 41. R.S. 78-6054.)

RUSSIAN PROGRAM GOALS

TO CREATE AN AWARENESS AND AN APPRECIATION OF RUSSIAN CULTURE AND ITS FAR REACHING EFFECTS THROUGHOUT OUR WORLD.

PROGRAM OBJECTIVES: LANGUAGE SKILLS

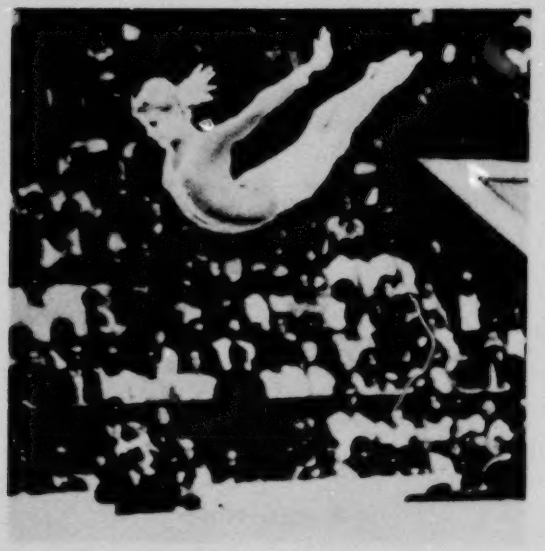
5. TO EMPLOY THE IDIOMATIC NUANCES AND GESTURAL LANGUAGE COMMON TO NATIVE SPEAKERS OF RUSSIAN.

PERFORMANCE EXPECTATIONS

DEMONSTRATES SENSITIVITY TOWARDS THE NEEDS OF A SPEAKER OF THE NEW LANGUAGE BY RESPONDING TO VERBAL AND NON-VERBAL CUES.
(Student Performance Expectations of the Foundation Program, Asian, European and Pacific Languages, 1978, pg. 63. R.S. 78-6054.)

INSTRUCTIONAL OBJECTIVES

(One example of myriads of possibilities)
STUDENTS WILL GREET EACH OTHER WITH A PROPER VERBAL SALUTATION APPROPRIATE TO THEIR AGE LEVEL, WHILE AT THE SAME TIME EXECUTING THE ASSOCIATED NON-VERBAL ACTS, SUCH AS SHAKING HANDS WITH EACH INDIVIDUAL IN THE GROUP, MAKING EYE CONTACT WITH EACH AND NODDING THE HEAD SLIGHTLY.



Soviet Gymnast Olga Korbut

CHAPTER TWO

Front: The Order of the White Eagle symbolized imperial Russia's might and her neighbor's fate. A Polish order, it became Russian in 1831, when Poland was conquered and made part of Russia's empire. In the order's gold and enamel badge Russia's double-headed eagle engulfs the white eagle and Maltese cross of Poland.

THE FOUR SKILLS

The section on the "Overall Goals of Foreign Language Study" in Hawaii as written in the Foreign Language Program Guide begins with the following:

1. To listen to and comprehend the foreign language when spoken at a normal speed on a subject within the range of the student's experience.

2. To speak well enough to communicate directly with a native speaker within the range of the student's experience.

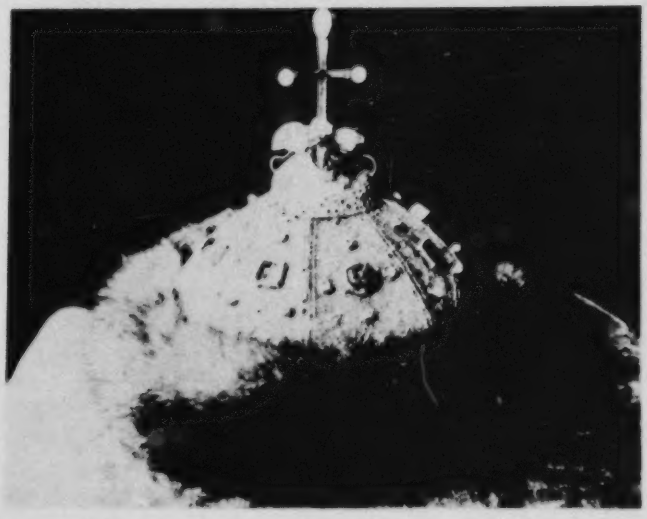
3. To read material on a given level with direct understanding and without translation.

4. To write about a subject within the range of the student's experience using authentic patterns of the people whose language is being studied.

These are the primary skills which are to be developed through the study of Russian and are supportive of the skills in the Foundation Program Objective I.

Since language, Russian or English, is so steeped in listening, speaking, reading and writing, these essential components of communication are covered in detail in this second chapter. And the teacher must remember that these four skills are inseparable.

Cultural facets and suggestions for teaching culture are to be covered in another document.



Crown of Monomakh XIII-XIV centuries

Developing Listening Skill

Any prereading phase used at the teacher's option can inculcate in the student the need for developing the proper speaking and listening habits. Beginning students are unaccustomed to detecting the slight variations of sounds so important in signaling meaning in another language. They interpret sounds in terms of the familiar English phonemes. During a prereading phase they are given the opportunity to reactivate the dormant powers in their sense of hearing. Their ears are being reoriented.

In such prereading cases most students know, or are soon told, that they will not read or write the language until later in the course. Some do not believe it will be important to listen carefully during the prereading phase because they assume they will not be graded if they have not yet learned to read and write. They also assume they will see it later in print. The solution is one of motivation through understanding of the problem. These students need to realize that because they do not have a book upon which they can rely, they have to "keep their ears open" in class or they will not progress as they should, for they will be tested both during the prereading and later phases. Progress can be determined by judging reproduction of sounds and intonation and by daily classroom responses.

Various exercises can be used to help teach the student to discern sounds and intonation patterns, to associate sound with meaning, and to infer the meaning of the words from context. The teacher can identify the sounds that need to be drilled while the students are learning the basic sentences or dialog. If, after completion of the drills, a student is still unable to reproduce a given sound, the teacher can show how it should be produced, perhaps contrasting it with the English sound.

Pronunciation drills are commercially available or can be devised to help the student overcome the tendency to treat Russian phonemes as though they were those of English. It is often desirable to procure pronunciation drills that take the form of minimal contrasts (мой, твой, свой) which can also be used as exercises to develop the ability to discern sounds. The teacher pronounces the words using key letters or numbers for each word: a. мой b. твой c. свой. The teacher then repeats one of the words. The student ascertains which word was uttered and writes the correct letter (a, b, or c). Or the teacher may profitably use a same-different technique. This type of exercise would be especially valuable during the first few weeks of language instruction. It should take up only a few minutes of class time on the days it is used, perhaps a few times a week. (This also makes a good reading exercise when the time comes. The testing words can be written and the student circles the word that was pronounced. This also enables the student to see the relationship between the writing system and the sound system.) Later the students can be asked to add the proper letter to complete the word they heard: свой In the following, they are asked to determine whether "с" and "з" or "в" and "ф" are pronouced correctly.

семья земля Вера ферма

The following exercise is aimed at developing awareness of the importance of intonation. The teacher reads a sentence that is obviously declarative, interrogative, interrogative with a yes or no answer, or imperative. (The student has, of course, been drilled in these sentences before and should have no difficulty repeating them.) The sentences would be of the type below:

Лара написала это письмо.

Кто написал это письмо?

Лара написала это письмо?

Лара, пишите письмо!

As the sentence is read by the teacher and then repeated by the student, the teacher points to the appropriate punctuation symbol written on the chalkboard or the number corresponding to the model sentence. He or she repeats the model sentences and elicits the responses. When the students seem to have mastered the concept, the utterances are changed to others with which the students are not familiar. They should not repeat them, but should demonstrate their recognition of the intonation pattern by writing the key number or by selecting the appropriate punctuation mark. This type of exercise to develop an "ear" for intonation need not take much time. One or two short lessons should be sufficient. The use of English comparables can facilitate the learning of Russian and increase English awareness, all of which are reasons for studying a second language. This concept is supported through Program Objective: Language Skills, number 6.

In teaching the dialog, the teacher has an excellent opportunity to develop the ability to distinguish between the various intonational patterns. A simple device is to start with a short segment and build gradually. The teacher asks questions, eliciting only the known and learned response. The following example demonstrates one procedure which can accomplish this instructional objective:

Teacher	Students
Это собака.	Это собака.
Что это?	Это собака,
Это собака?	Да, это собака.
Мальчик читает книгу.	Мальчик читает книгу.
Кто читает книгу?	Мальчик читает книгу.
Что делает мальчик?	Мальчик читает книгу.
Читает ли мальчик книгу?	Да, мальчик читает книгу.

The exercise can continue in like manner expanding the sentence by adding adjectives and other modifying elements.

To practice the question pattern, model the same questions but use directed questions. Example:

Teacher	Students
Спроси те меня, что это?	Что что?

Another useful device for indicating intonation when teaching dialog adaptation is the hand signal or chalked line indicating rising or falling intonation.

The teacher must be constantly alert to correct and drill the student in order to reduce errors in pronunciation and intonation which would lead to misinterpretations. Subtlety in correction, such as using modeling and repetition, can avoid interruptions and embarrassment.

Souvenir of Moscow

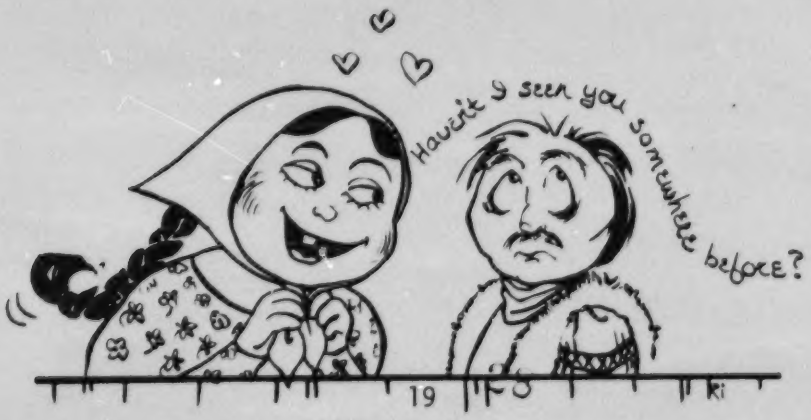
Use of Dialog, a Poem, or Basic Sentences

When a dialog, a poem, or a series of basic sentences serves as the basis of a learning unit, it is to be memorized so that the student may use the material learned in further drills and exercises. Then by means of pattern drills and adaptation of the dialog, the student gains control of the structures memorized and learns to adapt the memorized material to other situations.

Caution must be exercised to prevent the memorization of the dialog from becoming the most important goal for the students, or as soon as it is learned, they will no longer be motivated to further learning. They must understand that the dialog is a point of departure and that the elements of the dialog will serve as the basis for structure drills and pattern practice. It is the adaptation of the dialog situation which will enable them to manipulate language in realistic situations.

Varying Procedure:

Sometimes students seem to feel that there is no further value or interest in memorizing more material. This is a particular problem during any prereading phase when the inevitable reaction to any highly structured course sets in. But the concern need not be permanent, and the cooperation of the students can be elicited by the teacher who is sensitive to the situation. While the ultimate memorization of the dialog or basic sentences should not be sacrificed, the procedure in class may undergo some change. The students should be reminded of the purposes underlying the principle of the dialog so that they are always aware of the value of their efforts, but the material should be presented in a variety of ways. For example, teachers may use a narrative form here, developing the concepts and structures found in it and emerge at the end of the unit with a dialog format. Or they may present each segment of the dialog through drawings, illustrate them by hand puppet performances, or develop overlays for the overhead projector to conform to the cues in each segment. Rather than insist on complete memorization before development and adaptation, teachers could treat each line as a personal statement pertaining to the student's experiences. The statement "Я живу в Москве и учусь в университе" can yield a wide range and variety of questions, answers, and controlled comments. Through such questions and answers and immediate development and adaptation, the essential material to be covered in the dialog or basic sentences can well be mastered. Recordings of the students' voices can add a lot of life and laughs to lighten the process.



One must, of course, bear in mind that the structural content must not be changed or the drills dependent on it will have to be varied as well. Yet, it is equally important for the teacher to realize that the exact reproduction of the dialog is not the sole objective. If the student knows much of the work, and in speaking substitutes a meaningful phrase in the place of the one in the dialog, the teacher can feel a certain gratification in knowing the prime purpose has been served and real communication has been achieved.

Extent of Mastery:

The question often arises to what extent the dialog or the basic sentence structure must be mastered before the class proceeds to structure drills, dialog adaptation, or testing. Certainly the teacher dare not wait until even the slowest student has achieved 100 percent mastery without thoroughly boring the majority of the class.

The remaining mastery may well be attained through the processes attendant upon re-entry, recombination, question-and-answer, dialog adaptation, and even vocabulary drill.

Total mastery by every student can be a more idealistic goal than a practical one.

Aids to Mastery:

As the material is presented, teachers can make good use of commercial or homemade posters or cards which illustrate the dialog situations. These and other visual stimuli make rapid learning more possible since students will tend to associate a phrase or structure with a gesture or other visual cue. The students may be assigned disks or tapes and be expected to practice the dialog at home. (If disk recordings accompany the text being used, every effort should be made to make them available to the student. Some schools purchase them; other schools make the purchase of the recordings by the student obligatory. A group of three or four students might share a set of recordings.) Students who do not learn as quickly as the rest of the class might be encouraged to attend extra language laboratory sessions.

Time Allotment:

The presentation, repetition, and memorization of a dialog should not occupy a disproportionate amount of class time. Teacher's manuals give suggested time allotments for a class period. It is suggested that the teacher using the materials for the first time follow the teacher's manual closely. A total of 15 minutes is appropriate for the new dialog, usually divided into sections of 10 minutes for presentation during the first part of the class period and 5 minutes for review of the new dialog toward the end of the period. Once it has been overlearned, the current dialog should be recited only once or twice a day. As a general rule, it is suggested that something new (preferably not dialog material) be introduced frequently but that no more than 10-15 minutes in a period be allotted to this. The bulk of class time

should be for re-entry and drill of previously learned materials. As stated above, re-entry of learned dialog need not be limited to pure recitation. The same benefits are derived by presenting them (1) through question and answer during the warmup portion of the period, (2) as homework in recombination forms, and (3) as related to students' own experiences.

Each dialog the students have learned should be recited at least once a week thereafter. The teacher may choose two or three different dialogs for each day. These recitations can be used to provide a respite from pattern practice and serve as review of learned structures and vocabulary. New material, too, should always be related to previous dialog situations.

Progressing from Memorization to Speaking

Dialog memorization and pattern drills demonstrate authentic language to the students and allow them to practice uttering what someone else has decided that they should say. Before they can reach the goal set for them--to speak the language in a noncontrolled situation--they also need to practice selecting the patterns and vocabulary needed by them to say whatever they themselves want to say. With such practice, these selections will gradually be made more and more spontaneously. The speakers' thoughts can then be on the message to be communicated rather than on the structures and vocabulary they're using to express the message.

This practice can begin through the adaptation of the dialog or phrase structures to different contexts and situations.

Adaptation of the Dialog:

Some adaptation of the dialog is usually possible before pattern practice begins. At this point, however, variations from the structures presented in the dialog should be severely limited to functional items of high frequency such as THIS VS THAT.

Adaptations can be presented as simple question-answer drills. They should be related directly to a basic dialog and the other patterns using slightly different elements which can encourage the student to use previously learned vocabulary in the context of the new dialog and to adapt the new dialog to new situations.

Textbooks and manuals frequently give questions and answers for use at this stage. These are suggestions for adaptation only and are not to be memorized by the students. They have already memorized enough material in the dialog or basic sentences.

The questions and answers should encourage students to feel that they have communicated their own ideas or information. Through the technique of reversed role, they can ask questions as well as respond to the teacher, so that the students be well versed in the role of questioner.

As the skill of the students increases and the students are able to go beyond the bounds of rigidly controlled structures, a few students may be assigned to improvise a conversational recombination based on previously mastered elements. Near the end of the first year, capable individuals should be encouraged to prepare short oral descriptions of friends, situations, and personal experiences. The oral reports should be based, as always, on previously learned vocabulary and structures. Others in class can be stimulated to ask simple questions based on these short presentations, thus checking group comprehension and exercising question-making skills.

Control of Directed Dialog:

The directed dialog (oral) is a very important evaluation technique since it affords an insight into the students' ability to comprehend and manipulate structural changes. However, its premature or incorrect use can result in chaos and confusion and a lessening of the students' confidence in their own ability to learn and progress. Before this technique is used the teacher must be certain that the class has achieved control of the structures involved and that it understands the method of handling the drill.

Since the class spends a great deal of time in activity involving repetition, some students may tend simply to repeat the instruction of the teacher during directed dialog practice. The students must be made to understand that this procedure is not always correct, that they must listen to verb endings indicating a change of person or to pronouns indicating a change of object. A good practice is to select the best students in the class for the performance of any new directed dialog involving structural change of any type. If the item defies even these students, the teacher will do well to demonstrate it, taking both parts and pointing out the required changes of structure. Choral responses need caution because there is the possibility that some students will not utter the correct response.

Securing Independent Responses:

Teachers should avoid frequent repetition with the class in choral repetition or response situations since individuals may tend to use this as a crutch. In such situations, the teacher may experience great difficulty when trying to elicit independent oral responses. After the initial introduction of the new material, accompanied by numerous solo repetitions by the teacher, the teacher may, when directing the first choral repetitions of this material, find it helpful to mouth the words and phrases without giving voice to them.

If a student seems especially hesitant or at a loss, teachers may help maintain fluency by supplying the word, the phrase, or simply the rhythmic pattern. If necessary they may ask a question or provide a visual cue to elicit the desired response.

Variety in Response Groups:

When introducing new dialog or drilling previously learned dialog, only a limited portion of the time allotment for this activity should be spent on full choral class response or repetition. Variation of this practice to include semichoral response, response by rows, response by boys only, by girls only, by individuals, and so forth, will help to keep the class alert and to pinpoint individual difficulties.

Additional variation in the presentation and response can be elicited by instructing the students to go faster then slower, by assigning different parts to separate rows, by alternating between the teacher and a student, one student and another, the teacher and the class, or a student and the class, then reversing the roles completely.

No matter which techniques are employed, the drill session should terminate with individual rather than group responses. Teachers must know when to stop (before boredom sets in). A change of pace and activity--even if things are going well--is the key to a "fast" moving class.

A Monument to V. Mayakovsky
Moscow

Students whose initial contact and experience with the foreign language have been exclusively audio-lingual can be systematically guided by a knowledgeable teacher to the point where they can read with a maximum of direct symbol-referent association and a minimum of decoding and translation. Techniques which initiate reading and aural-lingual work simultaneously take special care and caution that not too much is presented initially. This prevents overwhelming the students.

Phases in the Procedure

In order to arrive at the desired goals, the students are guided through several phases of reading. During the first phase, the students learn to associate sound with written symbol. They read material that is exactly the same as that which they have memorized and mastered orally. There is no problem with comprehension, because the students have learned the meaning of what they are reading during the audio-lingual phase or other preparation.

Introducing Reading:

The first dialog or set of basic sentences is introduced for reading in accordance with the procedure outlined in the teacher's edition. After sufficient choral reading of the basic material has been accomplished, both by line and by groups of lines, the teacher has groups, then individuals, read a sentence of a section of the material. He or she draws attention to the symbol representation of similar sound groups without dwelling on this aspect. On the following days the teacher might put isolated sentences on the board and have students read them chorally and individually. He or she might then have the students read them in reverse, isolating each word or phrase in order, thus forcing concentration on the individual items and preventing memory from being brought into play. The teacher may use flash cards to drill isolated words or phrases, varying the order in which these appear. He or she goes through 10 to 15 words at a time, calling for individual reading. Flash cards frequently prove advantageous because they require instantaneous recognition and response on the part of the student. The teacher may choose to write on the board 10 to 15 unconnected words in no special order for choral and individual reading. To reinforce comprehension he or she may create partial sentences, requiring the students to complete them with a word or phrase from the list on the board. The teacher may check further by asking the class to point out the sentence, word, or phrase which describes a particular action, fact, or object or the teacher may ask questions about a sentence to elicit specific words found in the sentence.

"I also have One Day in the Life of Ivan Denisovitch at home."

Reading Adaptations and Drills:

When the students are able to read the basic material well, they may also read dialog adaptations and pattern drills. This total procedure helps the class make the transition to the next reading phase. The students should not encounter many difficulties in reading this material if it has been reintroduced frequently as oral practice. The students are also cautioned that their ears are more reliable than their eyes at this point.

Teachers may initiate the presentation of the basic dialog or basic sentences of the new material while the class is still in the reading phase of the preceding unit. Or they may decide on a concurrent audio-lingual and visual presentation of new material. They may wish to introduce the initial elements of the new unit audio-lingually and then follow this the next day with reading drill and writing practice based on these elements. Memorization takes place with the aid of the printed word at the same time the class receives further training in sound-symbol association. Each segment of the basic material is presented and drilled in this way until all of it has been mastered. It is well to remember that overlearning is still important at this stage. Sound-symbol interference from English has not yet been fully overcome.

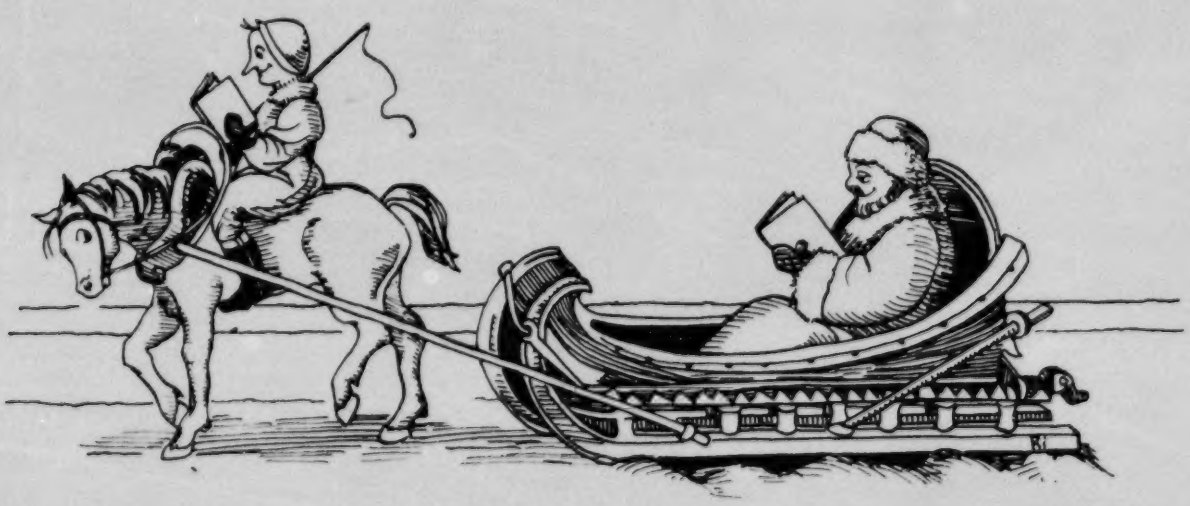
After the students have been permitted free use of reading in the review and practice of adapted materials, the occasional error in pronounciation can frequently be corrected by direct recourse to the dialog line where it originated.

Sound-Symbol Reinforcement:

In order to reinforce correct sound-symbol association, reading drills are practiced in class. Particular stress should be placed on symbols which represent different sounds in Russian and in English, e.g., vowels "е" and "у" and consonants "с" and "р" as well as all the new symbols in the Cyrillic system which do not exist in the Latin alphabet.

Looking up every word can be counterproductive. Students should strive for general comprehension whenever possible.

All of the above problems may be lessened in degree or eliminated through use of the drills described below.



The Russian sounds are frequently different from our English sounds:

Teachers can write on the board a list of words already mastered orally and, following the teacher's lead, students pronounce them several times chorally, then individually. On the following day they see some of the same words in slightly longer contexts and are called on chorally and individually to read the phrases.

After completing this activity the teacher may write on the board several additional words previously encountered containing the key symbol, leading the class in choral and individual repetition. These words or expressions should contain no or few additional problem points.

On the third day the class sees the words in short utterances and those of the previous list in longer utterances and proceeds to read, chorally and individually, without a teacher model. Of course, as in any drill procedure, immediate correction of errors, followed by repetitions of the corrected item, will follow. Corrections can be made subtly without interrupting the pace or embarrassing the student. Repeating the word correctly, having another student say it correctly or coming back after another example are just a few ways of making corrections smoothly.

For example, after the sound of "ж" has been thoroughly drilled, the teacher can introduce all English symbols which will produce the sound of Russian The teacher places on the chalkboard and reads aloud a sentence like the following:

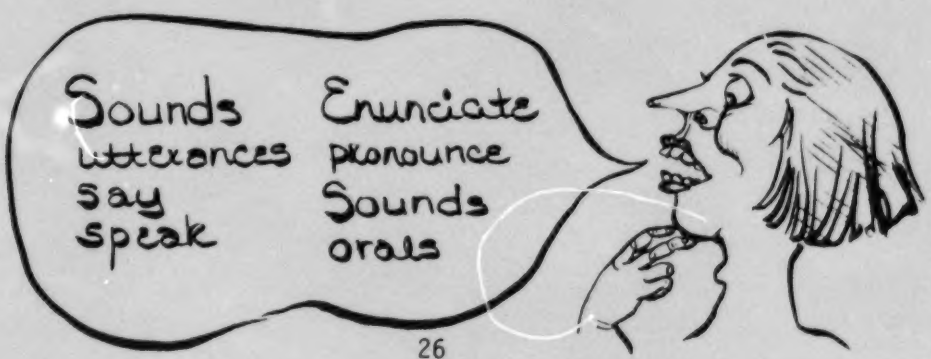
Скаите меня, где живет ежик?

Combinations are a valuable tool and can be introduced in a similar manner. When the class has demonstrated its ability to read correctly items containing a particular letter in combination with any vowel, the teacher should present for oral reading longer utterances which include several of these combinations.

The same drill can be extended to cover the contrastive combinations.

The teacher reads from the board a list of minimal pairs pointing out the sound differences represented by, for example, и and ы . As a follow-up after sufficient drill practice, a series of sentences is presented and groups and/or individuals are called to read them.

The initial reading phase continues through the first semester of Level I and overlaps the second phase. It may be continued through the entire year if the teacher considers the practice employed to be efficacious and valuable.



Using Recombination Narratives:

In phase two, which may begin shortly after the introduction of reading, the teacher may present to the class simple variations of the basic material in narrative form. These narratives are especially prepared for reading practice. They are not to be memorized. Known structures and lexical items are recombined into single sentences and/or short paragraphs for presentation in class. These recommendations should not include any new structures. New lexical items should be severely limited and their meanings explained to the class beforehand, preferably in Russian or by dramatization or picture. In addition, a few simple questions may be designed in order to assure the teacher that there is full comprehension and that the student can make the necessary changes in verb forms, or other changes as required in question-answer practice. By the end of Level I all the lexical items and structures will have been recombined for use within many contexts.

Recombination narratives may seem rather difficult for some students. Pattern practice drills, when read aloud, sometimes help eliminate problems. Drills which help students to manipulate structures will also help them with the comprehension of recombined material. These might include expansion or contraction drills, completion drills, and translation or variation drills.

Гражданская азбука, утверждённая Петром I в 1710 г.

The Civilian Alphabet, developed by Peter I in 1710

The goal is deliberately limited in scope in order to concentrate on the mastery of the relation of the sound to the visual symbol without recourse to the intermediary of English.

The objectives of writing in Level I, therefore, are mainly limited to the transcription of what the students can say and read. About 15 percent of the time allotted to this level is used to develop the writing skill.

Perhaps the most common practice employed by the teacher of Level I whose classes have already mastered the new alphabet and begun reading has been to assign the simple copying of the dialogs, sentences, or conversations already mastered aurally. The students say them, manipulate and adapt them, read them, and finally attempt to copy them. Although this may seem overly simple to the teacher and some students, it is a good basic tool (if not overdone) and is something that even slow learners can benefit from.

Using Pattern Drills:

While the copying of dialog lines or basic sentences is a valuable introduction to the writing skill, so is the copying and the written manipulation of previously learned pattern drills. Students should be able to demonstrate their ability to manipulate in writing most, if not all, of the patterns previously learned audio-lingually.

Later drills may include the changes from declarative to interrogative, affirmative to negative and others.

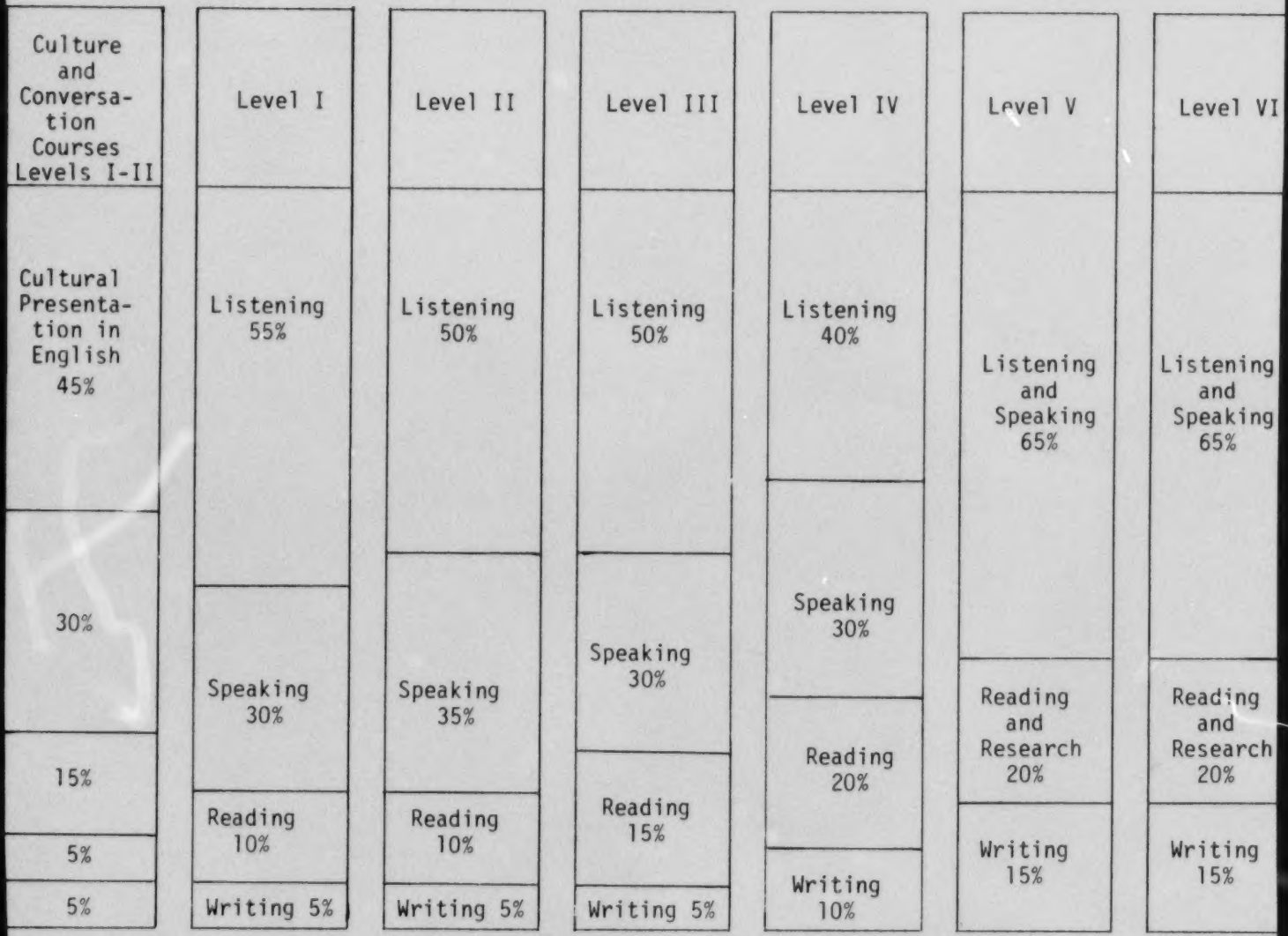
During the latter part of Level I, the teacher may wish to expand the writing program to include responses to questions which have been patterned on materials already mastered orally.

If homework is being written on the board prior to its examination and correction by the class, the teacher may well be utilizing the time reviewing old drills and learned dialogs and practicing pronunciation. The teacher should not attempt to introduce new material unless all the students present are at their seats.

Providing Time for Follow-up:

When scheduling dictation or other types of writing practice, teachers should allot sufficient time for correction of the exercise and explanation of general concepts illustrated by the written items. Although the writing exercise is done at the end of the class period, adequate time needs to be provided for this in the teacher's daily class plan so that these activities are not simply tacked on to the tail end of the class period.

SKILL EMPHASIS
RUSSIAN CONVERSATION AND CULTURE LEVEL I AND II
AND
RUSSIAN LANGUAGE AND CULTURE LEVEL I-VI*



*Cultural presentations are interwoven within the four skills.

chapter 3

This eighteenth-century engraving is one panel from a series illustrating the fable, "The Tale of the Chicken and the Flattering Fox."

SCOPE AND SEQUENCE CHARTS OF THE SECONDARY RUSSIAN PROGRAM

Schools have two alternative programs in offering language courses:

1. Language and culture courses that equally emphasize listening, speaking, reading and writing skills as well as culture on a broad basis.

2. Conversation and culture courses that emphasize listening and speaking skills while concentrating on culture.

Language and Culture Courses

The secondary school Russian Language Program is usually a three- or four-year program, but six years are available with the first level beginning in intermediate school.

The scope and sequence charts that follow attempt to describe the development of the four basic skills (listening, speaking, reading, writing) in a simple to complex order. For greater clarification, skills are listed in their sequence of development and the items under each skill are listed in their sequence of study.

Flexibility is necessary in categorizing the steps of development into levels of study. One reason is that the individual steps may very often overlap. For example, Step 7 of Listening Skills Development, Level I, could possibly be included in Level II as well. That is to say, the inclusion of a particular step in one level does not necessarily imply that it cannot be included in the following level. Similarly, the basic skills themselves may overlap. Speaking does not develop only after listening is completed. They are developed simultaneously.

Another reason for adaptability in categorizing the steps is that, in some instances, individual steps may be interchanged. Step 12 in Speaking Skills Development, for example, may be reversed with Step 11 without much difficulty. Whatever the case may be, one can correctly assume that getting from Step 1 to Step 23 of Speaking Skills Development does, indeed, necessiate the accomplishment of all or most of the intermediate steps (Steps 2-22) at one time or another.

Pervading the development of each and all skills is the development expansion of an active as well as passive vocabulary without which a student would be left with only patterns, tenses, or modes which are very limited resources and inadequate for the real use of the language.

These basic categories are mostly related to the second Russian Language Program Goal and the Program Objectives related to language skills. These in turn are supportive of the Foundation Program Objective 1. The Performance Expecations are examples of further breakdowns of the Program Objectives. The teacher can develop Instructional Objectives from the sample Performance Expectations. Page 8 of this Guide shows these relationships graphically.

The following charts should help the teacher in developing instructional objectives best fitted to his or her own program.

Conversation and Culture Courses

Students who are ambivalent about taking a language might be more comfortable with the second alternative, particularly at the intermediate level, because articulation with the high school is not a critical factor. Intermediate schools should also give serious consideration to offering the conversational and culture series because they are more easily adaptable to the intermediate age group.

These scope and sequence charts also attempt to describe the development of the four basic skills (listening, speaking, reading, and writing) in a simple to complex order. For greater clarification, skills are listed in their sequence of development and the items under each skill are listed in their sequence of study.

Soviet Cosmonaut Y.A. Gagarin

LISTENING SKILLS DEVELOPMENT

Step 1. Discrimination of simple vowels/consonants

2. Comprehension of simple meaninful utterances

L 3. Recognition and comprehension of simple patterns

E 4. Recognition and comprehension of present tense

V 5. Recognition and comprehension of statements and interrogatives

E 6. Comprehension of simple dialogs

L 7. Comprehension of simple passages

I 8. Comprehension of simple songs, poems

9. Discrimination of vowel clusters and linkage

L 10. Recognition and comprehension of past and present tense, progressives, perfects

E 11. Recognition and comprehension of imperatives

V 12. Recognition and comprehension of subjunctive

E 13. Recognition and comprehension of word patterns

L 14. Comprehension of more difficult dialogs, narratives, songs, poems, commercials

II 15. Reinforcement of vowel clusters/linkage discrimination

L 16. Reinforcement of intonation patterns

E 17. Reinforcement of verb tense discrimination

V

E

L

III

18. Reinforcement of verb mode discrimination

19. Recognition, comprehension, and discrimination of active and passive voice

20. Reinforcement of discrimination of word order patterns

21. Recognition of variations in speech patterns

L 22. Recognition, comprehension and reinforcement of all the above

E 23. Comprehension of standard Russian spoken at normal speed

V

E

L

IV

L 24. Ability to recognize a delineation of Russian dialects

E 25. Comprehension of lengthier and more quickly spoken utterances

V

E

L

V

L 26. Maintaining and perfecting understanding at a near native level

E

V

E

L

VI

SPEAKING SKILLS DEVELOPMENT

Step 1. Production of simple vowels, consonants

2. Repetition and usage of simple meaningful utterances

L 3. Repetition and usage of simple patterns

E 4. Repetition and usage of present tense

V 5. Repetition and usage of statements and interrogatives

E 6. Production of affirmative and negative statements

L 7. Repetition of simple dialogs

I 8. Singing/recitation of simple songs/poems

9. Production of vowel clusters, linkage

L 10. Repetition and usage of past and present tense, progressives, perfects

E 11. Repetition and usage of imperatives

V 12. Repetition and usage of subjunctive

E 13. Repetition and usage of word patterns

L 14. Recitation/singing of more difficult dialogs, narratives, poems/songs

II

15. Proper pronunciation of vowel clusters, linkage

L 16. Usage of proper intonation patterns

E 17. Usage of appropriate verb tenses

V 18. Usage of appropriate verb modes

E 19. Usage of active and passive voice

L

III

Ivan II

20. Usage of appropriate word order patterns

L 21. Enactment of dramatic roles and presentation of oral reports

E

22. Usage of all of the above

V

E 23. Speaking standard Russian at normal speed

L

IV

L 24. Increasing length and speed of utterances

E

V

E

L

V

L 25. Continuing to perfect speaking at near-native proficiency levels

E

V

E

L

VI

Fedor, Son of Ivan the Terrible

READING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

2. Recognition of punctuation and accent marks

3. Association of spoken word with written word

4. Recognition and comprehension of simple patterns

5. Recognition and comprehension of present tense

6. Comprehension of written material, such as simple dialogs, songs, and passages

7. Reading with proper pronunciation and intonation, simple dialogs, songs, and passages

8. Recognition of vowel clusters and linkage

9. Association and observance of accent marks with stress

10. Recognition and comprehension of past and present tense, progressives, perfects

11. Recognition and comprehension of imperatives

12. Recognition and comprehension of subjunctive

13. Recognition and comprehension of word patterns

14. Comprehension of more complex dialogs, songs, passages

15. Reading more complex dialogs, songs, passages, etc., with proper pronunciation and intonation

16. Application of proper stress patterns and accentuation

17. Application of vowel clusters/linkage

18. Comprehension of verb tenses

LEVEL I

LEVEL II

LEVEL III

Comprehension of verb modes

20. Recognition and comprehension of active and passive voice

21. Comprehension of word order patterns

22. Reading with proper pronunciation and intonation

L 23. Observance and comprehension of all of the above

E

V 24. Comprehension of material written in standard Russian

E

L

IV

L 25. Maintaining and perfecting reading speed and proficiency

E

V

E

L

V

L 26. Continuing to increase reading speed and proficiency

E

V

E

L

VI

WRITING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

2. Recognition of punctuation, capitalization, and diacritical markings

3. Translation of spoken word to written word (through dictations, etc.)

4. Usage of simple patterns to form meaningful sentences

5. Recognition and comprehension of present tense

6. Awareness of agreement of nouns and adjectives, and subjects and verbs

7. Transformation of affirmative to negative statements, statement to interrogative

8. Written exercises on the above

9. Writing of simple dialogs/paragraphs

10. Recognition and translation of vowel clusters and linkage

11. Usage of punctuation and diacritical markings

12. Recognition and comprehension of past and present tense, progressives, perfects

13. Comprehension of sequence of tenses

14. Recognition and comprehension of imperatives

15. Recognition and comprehension of subjunctive

16. Recognition and comprehension of word patterns

17. Transformation of statements to commands

18. More difficult dictations of words, sentences, short paragraphs

LEVEL I

LEVEL II

King Kamehameha, Hawaii, 1818 (Tikhanov).

19. More difficult written exercises

20. Writing of short paragraphs, dialogs, etc.

21. Reinforcement of sound-letter correspondence

22. Reinforcement of verb tense discrimination

L 23. Reinforcement of verb mode discrimination

E 24. Transformation of active to passive voice

V

E 25. Reinforcement of word order patterns

L 26. Reinforcement of writing answers to questions

III 27. More difficult dictations of sentences and narratives

28. Writing of short compositions on specified topics

L 29. Paraphrasing of dialogs, short stories

E

V 30. Writing of more complex compositions, dialogs

E 31. Usage of all of the above

L IV 32. Writing of material in standard Russian

L 33. Maintaining and perfecting writing skills at near native proficiency levels

E

V

E

L V

L 34. Continuing to perfect writing skills at near native proficiency levels

E

V

E

L

VI

SCOPE AND SEQUENCE CHARTS FOR CONVERSATION AND CULTURE CLASSES*

LISTENING SKILLS DEVELOPMENT

Step 1. Discrimination of simple vowels/consonants

2. Comprehension of simple meaningful utterances

L 3. Recognition and comprehension of simple patterns

E 4. Recognition and comprehension of present tense

V 5. Recognition and comprehension of statements and interrogatives

E 6. Comprehension of simple dialogs

L 7. Comprehension of simple songs, poems

I 8. Comprehension of simple passages

L 9. Discrimination of vowel clusters, linkage

E 10. Recognition and comprehension of past and present tense

V 11. Development of rudimentary ability to understand phrases of an everyday variety (such as asking directions, making purcheses, ordering meals)

E

L

II

*Cultural aspects related to Russian language study are to be treated in a separate publication.

SPEAKING SKILLS DEVELOPMENT

Step1. Production of simple vowels, consonants

2. Repetition and usage of simple meaningful utterances

3. Repetition and usage of simple patterns

4. Repetition and usage of present tense

5. Repetition and usage of statements and interrogatives

6. Production of affirmative and negative statements

7. Repetition of simple dialogue

8. Singing/recitation of simple songs/poems

9. Production of vowel clusters, linkage

10. Repetition and usage of past and present tense

11. Development of rudimentary ability to utter phrases of an everyday variety in the language, such as asking directions, making purchases, ordering meals

READING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

2. Recognition of punctuation

3. Association of spoken word with written word

4. Recognition and comprehension of simple patterns

5. Recognition and comprehension of present tense

6. Comprehension of written material

7. Reading with proper pronunciation and intonation, simple dialogues and passages

8. Recognition of vowel clusters and linkage

9. Recognition and comprehension of past and present tense

Carved wooden panel, hand-painted

WRITING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

2. Recognition of punctuation, capitalization, and diacritical markings

3. Translation of spoken words into written words

4. Usage of simple patterns to form simple sentences

5. Recognition and comprehension of present tense

6. Awareness of agreement of nouns and adjectives, subjects and verbs

7. Writing of simple dialogues/paragraphs

8. Transformation of affirmative to negative, and written exercises on these

9. Recognition and comprehension of past and present tense

II

chapter four

A portrait of tenderness. Russia's most famous icon, Our Lady of Vladimir.

CURRICULUM OUTLINE FOR RUSSIAN

This is a curriculum outline for Russian Language and Culture Levels I,II, III, IV,V,and VI, and Russian Conversation and Culture Levels I and II. It covers phonology, morphology, syntax, vocabulary, and culture.

This curriculum outline, while acknowledging individual text and teaching variation, offers a concise overall view of the program so that it is easier to relate, conceptually, to the Foundation Program Objectives, the Russian Language Program Objectives, and Performance Expectations.

In a Soviet Market

Phonology	Phonology (cont'd.)	Morphology
1. listening and speaking skills a) vowels 1. hard 2. soft b) consonants 1. hard 2. soft c) reproduction of Russian sounds represented by the positions of the speech organs d) Russian sounds represented by the Cyrillic alphabet e) Russian intonation f) voiced and voiceless g) rhythm and melody of phrases, and sentences h) consonant clusters i) double consonants j) Russian stress and the function of е k) sounds familiar to English (represented by х, ы, etc.) l) recognition of prepositions as separate entities m) stressed and unstressed vowels as represented by о, е, а, я n) Ability to produce ж, ц, ч, ш, щ, ы o) palatalized and non-palatalized consonants p) distinction between vowels which indicate palatalization and non-palatalization of the preceding consonant 2. letters ю, я, э, ы, are	not written after г, к, х, ж, ч, ш, щ, ц except ы after ц 3. unstressed о and е after ж, ч, ц, ш, щ 4. The function of "jot"	1. nouns a) masculine -ending in consonant, ь, й, ий b) feminine -ending in а, я, ь, ия c) neuter-ending in о, е, е, ие 2. pronouns a) personal b) possessive c) demonstrative d) relative e) interrogative 3. adjectives, hard and soft 4. adverbs and adverbial expressions 5. numerals cardinals 1-1000 ordinals 1-1000 6. conjunctions- и, а, но, and или 7. declension of nouns in the singular 8. genitive with time and age expressions 9. absence of the present tense of быть 10. absence of definite and indefinite articles 11. imperative of verbs used in the classroom 12. past, present and future imperfective 13. imperfective and perfective forms of verbs

Morphology (cont'd.)	Syntax	
14. imperfective and perfective verbs of motion 15. first and second conjugations and irregular verbs (есть, быть, мочь, хотеть) 16. reflexive verbs and reflexive pronoun себя 17. recognition of nouns of foreign origin 18. indeclinable words such as метро and пальто 19. agreement of nominative case, subject and verb 20. agreement of noun and adjective in gender, number, and case 21. use of не, нет and the double negative 22. prepositions and the cases required 23. impersonal expression with the dative case 24. надо and нужно with the dative and infinitive 25. adverbs of quanity	1. normal word order 2. position of не and нет 3. position of adverb (usually before the verb) 4. position of ли with the verb, noun, and pronoun 5. normal and inverted word order express the same content, may shift the emphasis 6. possession expressions using У меня есть У тебя есть У него есть 7. non-capitalization of nationality of noun and adjective	

Vocabulary	Culture
1. LISTENING SKILLS 1000 words and expressions 2. SPEAKING SKILLS 800 words and expressions 3. READING SKILLS 1200 words and expressions 4. WRITING SKILLS 600 words and expressions Content words 1. greetings 2. leave-taking 3. numbers 4. colors 5. clothing 6. clock and calendar time 7. school 8. house and family 9. body 10. professions 11. common foods 12. weather 13. classroom conversation Points of grammar 1. personal pronouns (singular and plural) 2. all cases in the singular 3. verbs (first and second conjugations, including actual and habitual verbs of motion--imperfective, past, present, and future) NOTE: In spoken and written form words make up a language. In that language one must grasp their meaning, isolated or in context, without conscious reference to English.	Introduction to Russian culture: a. history b. names c. forms of address d. courtesy patterns e. school day f. school year g. activities of Soviet youth h. 24 hour clock i. typical foods and table manners j. housing k. holidays, especially Easter and New Year l. proverbs and rhymes m. songs and music

АЛФАВИТ

Печа́тная бу́ква	Пи́сьменная бу́ква	Назва́ние бу́квы	Печа́тная бу́ква	Пи́сьменная бу́ква	Назва́ние бу́квы
А а	*Аа*	а	П п	*Пп*	пэ
Б б	*Бб*	бэ	Р р	*Рр*	эр
В в	*Вв*	вэ	С с	*Сс*	эс
Г г	*Гг*	гэ	Т т	*Тт*	тэ
Д д	*Дд*	дэ	У у	*Уу*	у
Е е	*Ее*	е (йэ)	Ф ф	*Фф*	эф
Ё ё	*Ёё*	е (йо)	Х х	*Хх*	ха
Ж ж	*Жж*	жэ	Ц ц	*Цц*	цэ
З з	*Зз*	зэ	Ч ч	*Чч*	чэ
И и	*Ии*	и	Ш ш	*Шш*	ша
Й й*	*Йй*	й (и кра́ткое)	Щ щ	*Щщ*	ща
К к	*Кк*	ка	ъ*	*ъ ъ*	твёрдый знак
Л л	*Лл*	эл (эль)	ы*	*ы*	ы
М м	*Мм*	эм	ь*	*ь ь*	мя́гкий знак
Н н	*Нн*	эн	Э э	*Ээ*	э
О о	*Оо*	о	Ю ю	*Юю*	ю (йу)
			Я я	*Яя*	я (йа)

* В нача́ле сло́ва не употребля́ется.

LANGUAGE AND CULTURE LEVEL II

Phonology	Morphology	Syntax
1. rhythm and melody of sentence 2. intonation and phraseology 3. production of all sounds in Russian words and words adopted into Russian 4. accent in all types of words 5. association of all Russian sounds with the correct graphic symbols 6. developing a fluent pronunciation technique 7. treatment of foreign words 8. assimilation of the prepositions в, с, к, with pronoun and adjective 9. association of Russian graphic symbols with sounds 10. developing a special writing technique 11. Russian spelling is much more regular than English	1. demonstrative and possessive pronouns in all cases of the plural 2. formation of adverbs from adjectives 3. verbs of motion with prefixes and preposition 4. perfective and imperfective verbs 5. conjugation of irregular verbs and -ся verbs 6. short form adjective 7. imperatives 8. more time expressions 9. должен with nom. subject and infinitive 10. simple and compound comparative adverb 11. declension of nouns and adjectives in the plural 12. future of perfective verbs 13. adjectives used as nouns 14. age expressions with the dative 15. verb agreement with subject in past, present and future 16. prepositions with different cases 17. capitalization of polite "You" in correspondence	1. sentence structure in Russian is not rigid; verb may precede or follow the subject 2. adverbial and prepositional phrases 3. infinitive after: мочь хотеть любить 4. particles нибудь and то and negation

Vocabulary	Culture
1. LISTENING SKILLS 800-1000 words or expressions 2. SPEAKING SKILLS 700 words or expressions 3. READING SKILLS 1000-12000 words or expressions 4. WRITING SKILLS 700 words or expressions Content words: 1. daily routine 2. telephoning 3. shopping 4. post office 5. restaurant 6. community 7. transportation 8. landscape 9. travel 10. animals 11. holidays 12. biographies 13. cities 14. history and geography Points of grammar: 1. use of the imperfective and perfective verbs of motion 2. adjectives, nouns, and pronouns in all cases of the singular and plural 3. cardinal and ordinal numbers	Second level cultural items: a. forms of letters b. types of urban life c. types of rural life d. Russia: landscapes main rivers and cities entertainments folklore proverbs current events

LANGUAGE AND CULTURE LEVEL III

Phonology	Morphology	Syntax
Note: A brief comment on the difference between standard Russian and existing dialects. Not all Russian-speaking people pronounce sounds alike; Moscow Russian is understood by all Russian-speaking people. 1. increasing length and speed of utterance 2. improving pronunciation with increase in fluency of utterances; greater awareness of minute pronunciation differences 3. improving reading skill with increase in fluency and expression 4. improving composition with attention to individual needs	1. all declensions (sing. and pl.) of regular and irregular nouns, pronouns, and adjectives 2. simple and compound superlatives 3. conditional and subjunctive 4. formation of actual and habitual verbs of motion with prefixes and prepositions 5. perfective and imperfective verbs with prepositions 6. declension of all Russian names, surnames and patronymics 7. diminutives and impersonal verbs: a. short form adj. b. use of сам, самый c. review of свой, себя d. recognition of adverbial participle and adjectival participles e. review agreement between noun and verb in all three tenses 8. translation of participles	1. double negative 2. position of adverb in relation to adjectives, verbs, and other adverbs 3. position of adjectives (predicate and attributive) with reference to short form 4. review subordinate conjunctions: что, потому что, чтобы 5. review coordinating conjunctions 6. participles and extended use of adjectival constructions: прочи тан наги сан

Vocabulary	Culture
Increase in vocabulary work	Third level cultural items: Russia: government educational system recreation history highlights Much of the cultural study is done in Russian, including: listening to records, viewing films, filmstrips, and slides reading of graded readers, periodicals, poetry, and literary prose writing of letters and compositions

LANGUAGE AND CULTURE LEVEL IV

Phonology	Morphology	Syntax
1. continue with delineation of Russian dialects 2. increase length and speed of utterances 3. improving pronunciation with increase in fluency 4. improving reading skill with increase in fluency and expression 5. improving composition with attention to individual needs	1. review of morphological items 2. words of emphasis 3. present passive participles 4. past passive participles 5. extension of the forms of negation 6. present and past gerunds 7. collective numeral 8. use of different cases with specific verbs	1. implementation of advanced morphology through reports 2. increase of emphasis of syntax through literature

Vocabulary	Culture
Greater breadth and variety of vocabulary to be acquired in this level	Appreciation and understanding of: literature painting dramatic arts music sciences

LANGUAGE AND CULTURE LEVELS V AND VI

Phonology	Morphology	Syntax
1. increase length and speed of utterances 2. continue to improve pronunciation with increase in fluency 3. reinforce reading skills with increase in fluency and expression	1. no formal grammatical presentation except for occasional correction of errors	1. continue to improve composition with attention to individual needs

Vocabulary	Culture
Vocabulary determined by specific interests	Extensive reading of a cultural nature

CONVERSATION AND CULTURE LEVEL I

Phonology	Morphology	Syntax
1. listening and speaking skills a) vowels: 1. hard 2. soft b) consonants 1. hard 2. soft c) reproduction of Russian sounds represented by the positions of the speech organs d) Russian sounds represented by the Cyrillic alphabet e) Russian intonation f) voiced and voiceless consonants g) rhythm and melody of phrases and sentences	1. listening and speaking skills a) nouns: number and gender b) adjectives: three classes, gender, number c) pronouns: personal and object d) verbs: present tense 2. reading and writing skills. Recognition of agreement between nouns and adjectives	1. listening and speaking skills a) position of words in statements and questions b) use of the particle ли in question c) possessions expression using У меня есть У тебя есть У него есть 2. reading and writing skills-content as above

Vocabulary	Culture
1. LISTENING SKILLS 300 words or expressions 2. SPEAKING SKILLS 175 words or expressions 3. READING SKILLS 125 words or expressions 4. WRITING SKILLS 75 words or expressions Content words: 1. greetings 2. days of the week 3. months 4. seasons 5. age 6. numerals 7. time of day 8. identifying each other by appropriate expressions, and identifying classroom objects	Introduction to Russian culture: a. historical figures b. forms of address and courtesy patterns c. telling time (including official time) d. holidays, especially New Years, and Easter e. typical foods, table manners f. typical architecture g. school day h. school year i. songs, music, rhymes, games j. animals k. activities of Soviet youth

CONVERSATION AND CULTURE LEVEL II

Phonology	Morphology	Syntax
1. listening and speaking skills a) further toward the mastery of sounds, especially those that differ most from English b) consonant clusters c) double consonants d) Russian stress and the function of е	1. listening and speaking skills a) nouns-nominative case only 1.gender- masculine nouns ending in a consonant, ь ,ий and й ; feminine nouns ending in а, я,ия, ь ; and neuter nouns ending in о, е, and е ,ие 2.number- nominative singular and plural for all forms above b) pronouns 1.personal-sing. and plural of nominative case only 2.possessive-nominative case 3.demonstrative - nominative case 4.кто , что - nominative case c) adjectives-hard and soft, nominative case d) verbs-construction and conjugation of ать and ять endings, present e) adverbs and adverbial expressions: днем вечером . f) numerals: cardinals 1-1000 ordinals 1-1000 (nominative only) g) conjunctions: и , а , но , или h) negatives: use of не and нет	1. listening and speaking skills a) further elaboration of word order b) position of adverbs, expressions manifesting basic case (inflection) usage c) emphasis on nominative, prepositional, and genitive cases 2. reading and writing skills content as above

Vocabulary	Culture
1. LISTENING SKILLS 400 words or expressions 2. SPEAKING SKILLS 200 words or expressions 3. READING SKILLS 300 words or expressions 4. WRITING SKILLS 175 words or expressions Content words: 1. greetings and salutations 2. forms of politeness 3. days of the week 4. months 5. seasons 6. age 7. numerals: cardinal 1-100, nominative case only, including addition, subtraction, multiplication, and division 8. time of day 9. dates	Continued study of: a. historical figures b. forms of address c. telling time d. typical food e. holidays f. typical architecture g. school day h. school year i. songs, music, proverbs j. animals in addition to the study of k. geography l. folklore m. current events

I. Dictations

Depending on the classroom setting and the materials used, the student will write vocabulary words, phrases, and simple paragraphs based on material previously learned.

II. Directed Writing

Depending on the classroom setting and the materials used, the student will...

A. write answers to questions based on material read.

B. write questions based on material read.

C. write brief compositions based on answers to questions about material read.

D. use structures learned at this level, making the necessary written changes required by specific patterns.

III. Independent Composition

Depending on the classroom setting and the materials used, the student will...

A. write brief compositions of 40 to 50 words based on material read.

B. write brief compositions of 40 to 50 words describing a picture, an object, or a situation.

C. write short original dialogues based on every day situations or those listed under Listening Skills objectives.

A Meeting Between Soviet and Canadian Hockey Teams

chapter five

Peter I snips off the beard of an unhappy boyar. Peter returned from Europe determined to change Russia's backward society.

SKILLS OF LANGUAGE AND CULTURE LEVELS I-VI AND
CONVERSATION AND CULTURE LEVELS I AND II

Levels and skills development are described according to general expectations of the student upon completion of one particular level of study. For example, Level I Listening Skills describes the kinds of listening capabilities that a student should have at the end of Level I studies.

Language and Culture Levels I-VI

Generally speaking, if one were to briefly describe the expectations of a student after completion of each level, it would be as follows:

Level I: The student will be able to...

A. discriminate between English and Russian sound system.

B. mimic with a high level of accuracy all Russian sounds encountered.

C. discriminate between English and Russian word order and forms.

D. comprehend and use basic sentence patterns of Russian.

E. converse at an elementary level and in the present tense about school, the weather, introducing friends, the family, and other everyday experiences.

F. recognize and discuss Soviet youth groups, ты vs вы Russian system of etiquette, and other cultural items.

Level II: The student will be able to . . .

A. mimic and use the Russian sound system.

B. recognize and use the appropriate past tense forms.

C. comprehend and give commands.

D. recognize forms and usage of the subjunctive mood.

E. converse and read at an intermediate level about travel and transportation, dining at a restaurant, shopping, making phone calls, and other topics of general interest.

F. recognize and discuss cultural items, tourist attractions, and historical sites.

G. write short paragraphs on any of the topics listed in E and F above.

Level III: The student will be able to...

A. use the Russian sound system with a high level of accuracy.

B. comprehend and utilize sequence of tenses.

C. discriminate between active and passive voice.

D. comprehend usage of subjunctive and conditional moods.

E. utilize pronouns appropriately and accurately.

F. converse and read at a more advanced level about current events, government, history, medical appointments, and other topics of interest.

G. recognize and discuss systems of education and government, historical highlights and personalities, recreation, and other cultural items.

H. write longer narratives/compositions on the topics listed in F and G above.

Level IV: The student will be able to...

A. utilize the Russian sound system proficiently.

B. utilize appropriate grammar, structures, etc., to communicate effectively.

C. converse with high level of proficiency on any subject to which he/she has been exposed.

D. understand cultural differences and behavior of Russian world.

E. read various literary genres for personal interest, use.

F. write clearly and effectively and in a style appropriate to the occasion.

G. demonstrate his/her understanding of Russian culture and its particular nuances.

Levels V and VI are specialized electives which closely follow the patterns of level IV.

Conversation and Culture Levels I and II

Very briefly the expectations of a student after completion of each level are as follows:

Level I: The student will be able to...

A. discriminate between English and Russian sound system.

B. mimic all Russian sounds encountered.

C. discriminate between English and Russian word order and forms.

D. comprehend and use basic sentence patterns of Russian.

E. converse at an elementary level and in the present tense about school, the weather, introducing friends, family, and other everyday experiences.

F. recognize and discuss Soviet youth groups, ТЫ vs ВЫ and other cultural items.

Level II: The student will be able to...

A. mimic and use the Russian sound system.

B. recognize and use appropriate past tense forms.

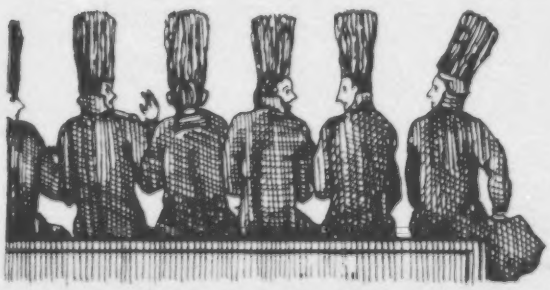
C. comprehend commands.

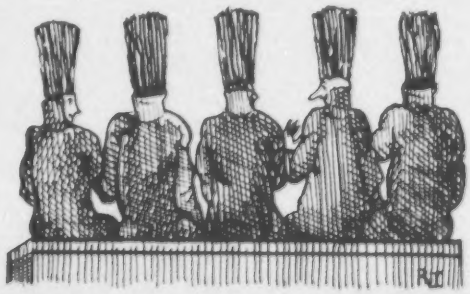
D. converse about a wider range of topics, including travel and transportation, dining at a restaurant, shopping, and making. phone calls.

E. recognize and discuss tourist attractions, historical sites, and other cultural items.

F. write short dialogues on any of topics listed in D and E above.

An expanded perspective of these skill levels for both Language and Culture, and Conversation and Culture courses follows:





LANGUAGE AND CULTURE LEVELS I -VI

LEVEL I

Listening Skills:

Simple utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech.
Depending on the classroom setting and the materials used, the student will...

A. recognize the letters of the alphabet.

B. distinguish the sounds of Russian in minimal pairs of one ore two syllables.

C. demonstrate listening comprehension of the basic sound system of Russian including pronunciation, rhythm, and intonation.

D. demonstrate understanding of routine classroom directions given in Russian.

E. distinguish affirmative, negative, and interrogative utterances.

F. demonstrate comprehension of various situations and vocabulary, such as:

1. greetings
2. classroom objects
3. giving and asking names as listed under vocabulary

G. identify the appropriate response to oral questions or statements.

H. recognize selected interrogative words in Russian, such as:

1. кто.
2. где.

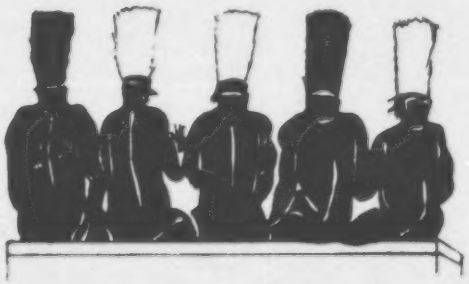
I. demonstrate comprehension of selected common prepositions, such as:

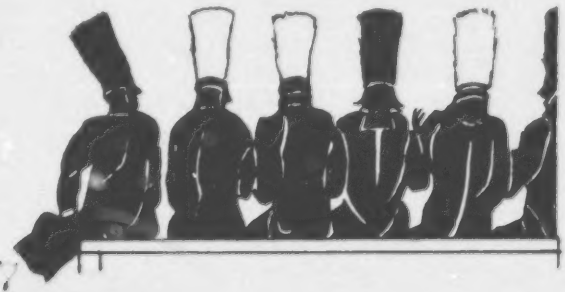
1. в.
2. на.
3. о.
4. из.

J. demonstrate comprehension of structures and grammar within the parameters of the level of study.

K. identify the topic of simple dialogues.

L. demonstrate comprehension of familiar materials in new contexts.





Speaking Skills:

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Russian and are not offensive to the speaker's ear.

Depending on the classroom setting and the materials used, the student will...

A. mimic all sounds of Russian.

B. mimic all dialogue sentences and structures.

C. repeat the alphabet and spell orally.

D. ask and answer simple questions based on vocabulary and structures elaborated under LISTENING objectives.

E. pronounce and sing the words of selected Russian songs.

F. use correctly and appropriately the vocabulary and structures elaborated under LISTENING objectives.

G. use culturally acceptable forms and behavior in dialogues, etc.

Reading Skills:

All reading should incorporate only material which has been previously learned through listening and speaking skills. Emphasis is on the directed and semi-directed reading approaches.

I. Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of materials read aloud, including dialogues, songs, selected reading passages, and poems.

B. read aloud dialogues, songs, and selected reading passages.

II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of materials read silently, including dialogues, songs, selected reading passages, and poems.

B. read silently materials, such as dialogues, selected reading passages, and songs.

III. Independent

Generally restricted to basic material at this level.

Writing skills

Writing is based on material which the student has first encountered orally and has read silently or aloud.

I. Copying

Depending on the classroom setting and the material used, the student will...

A. write letters of the alphabet, numbers and punctuation marks.

B. copy words, phrases, dialogues, songs, poems, and/or paragraphs.

II. Dictations

Depending on the classroom setting and the materials used, the student will...

A. write letters of the alphabet, diacritical markings, numbers, and punctuation marks as dictated.

B. write words, phrases, dialogues, and/or sentences as dictated.

III. Directed Writing

Depending on the classroom setting and the materials used, the student will ...

A. rewrite sentences making necessary chages in structure or form.

B. write answers to questions based on selected material which has been read.

C. write simple paragraphs based on guide questions for selected materials.

IV. Independent Composition

Depending on classroom setting and the materials used, the student will...

A. write simple sentences and/or paragraphs of 30 to 40 words describing familiar pictures and objects.

B. write simple sentences and/or paragraphs of 30 to 40 words based on familiar situations and dialogues.

LEVEL II

Listening Skills:

All utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Utterances become longer and more complex.

I. Situational

Depending on the classroom setting and the materials used, the student will..

A. demonstrate comprehension of various situations and vocabulary, such as:
   1. all subjects listed under Level I Listening Skills, but in greater depth.
   2. shopping and dining at a restaurant.
   3. vacation travel expressions (routes, hotels, tickets, reservations).
   4. traffic directions, addresses and telephone numbers.
   5. selected historical sites and facts, geography.
   6. selected literary and historical figures.

B. identify the appropriate response to an oral question or statement.

C. demonstrate comprehension of recombinations of familiar material.

D. demonstrate comprehension of the topic and the details of dialogues and other oral presentations.

E. demonstrate comprehension of unfamiliar words and phrases through sensible guessing within the context of a familiar topic.

II. Structural

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of the structures listed under Level I. Listening Skills, but in greater depth.

B. demonstrate comprehension of the following structures and grammar:
   1. regular verbs in the following:
      a. tenses
         (1) simple present.
         (2) preterite.
         (3) imperfect.
         (4) selected perfect and progressive.
         (5) future.
      b. forms
         (1) infinitive.

(2) imperative.
(3) past participle.
(4) present participle.
(5) subjunctive (for recognition only).

2. selected irregular verbs in the above tenses and forms.
3. reflexive verbs in the above forms.
4. simultaneously placed direct and indirect object pronouns.
5. abbreviated forms of words.
6. subordinate and coordinate clauses.

Speaking Skills:

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Russian and are not offensive to the ear. Emphasis gradually shifts from mimicked to directed and original utterances become longer and more complex.

I. Mimicry (repetition of a model)

Depending on the classroom setting and the materials used, the student will...

A. demonstrate greater skill in producing the sounds of Russian (in comparison with the level of fluency achieved in Level I).

B. demonstrate the ability to mimic longer and more complex utterances (in comparison with the level of complexity achieved in Level I).

II. Directed (teacher-motivated responses)

Depending on the classroom setting and the materials used, the student will...

A. answer with complete sentences questions based on vocabulary and structures previously listed under the listening objectives.

B. be able to ask questions based on the vocabulary and structures previously listed under the listening objectives.

C. present oral summaries of approximately 30 words based on reading material presented at this level.

D. demonstrate the ability to use the following structures and grammar:
1. all those listed under the listening objectives.
2. verbs governing an infinitive.
3. formation and use of the subjunctive mood (limited).

E. demonstrate an awareness of cultural patterns and behavior.

III. Original (creative expressions)

Depending on the classroom setting and the materials used, the student will...

A. use correctly and appropriately the vocabulary listed under the listening and directed-speaking objectives.

B. use correctly and appropriately the structures listed under the listening and directed-speaking objectives.

Reading Skills:

All material read is either a recombination of known vocabulary and structures or is initially presented by the teacher for silent reading comprehension and follow-up reading.

I. Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of material read aloud, such as dialogues, selected reading passages, songs, and poems.

B. read aloud material, such as dialogues, selected reading passages, songs and poems.

II. Semi-directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of material read silently, such as dialogues, selected reading passages, songs and poems.

B. read silently materials such as dialogues, selected reading passages, songs and poems.

III. Independent

Very limited at this level using a selected list of approved materials.

Writing Skills:

All written work is spelled correctly and reflects the proper use of words, phrases, and sentences which the student has first learned orally and has read silently or aloud.

LEVEL III

Listening Skills:

All recorded utterances are spoken in standard Russian by native speakers. Teacher utterances are spoken in standard speech at normal speed. There will be some variations in speech patterns, such as dialects, child's utterances, sub-standard speech or slang, specifically studied in connection with a particular dialogue, play, poem, or reading selection.

The listening skills refer to understanding the spoken language without reference to the written form except in situations such as an aural comprehension test.

I. Situational

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of various situations and vocabulary, such as
   1. all subjects listed under Levels I and II Listening Skills, but in greater depth.
   2. occupations and occupational titles.
   3. sickness and making an appointment to see a doctor.
   4. historical highlights.

B. demonstrate comprehension of adapted selections from plays, stories, and other materials, utilizing familiar vocabulary and structures.

C. demonstrate comprehension of recordings of selected materials such as plays, poems, short stories, and songs.

D. demonstrate comprehension of sound tracks of audio-visual materials, such as movies, and filmstrips.

E. demonstrate comprehension of material which is only partially familiar through contextual clues.

II. Structural

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of the structures listed under Levels I and II Structural Listening Skills, but in greater depth.

B. demonstrate comprehension of the subjunctive mood and passive voice.

C. demonstrate comprehension of discrimination among verb tenses and moods.

D. demonstrate comprehension of forms and positions of various pronouns.

III. Enrichment

Invite native speakers for specific topics to be presented in the target language.

Speaking Skills

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Russian, and are not offensive to the ear. Emphasis is place on directed and original utterances.

I. Mimicry (repetition of a model)

Depending on the classroom setting and the materials used, the student will demonstrate greater skill in mimicking model sentences, poems, songs, and other selected materials in comparison with the level of fluency achieved in Levels I and II.

II. Directed (teacher-motivated)

Depending on the classroom setting and the materials used, the student will...

A. answer with complete sentences any question which contains familiar vocabulary and structures.

B. ask questions using familiar vocabulary and structures.

C. demonstrate ability to use familiar vocabulary and structures.

D. present oral summaries of approximately 40-60 words based on reading material at this level.

E. recite selected poetry with pronunciation and intonation patterns fitting the mood of the poem.

F. enact roles from selected skits and plays with pronunciation and intonation patterns fitting the culture.

G. present oral descriptions and/or explanations of pictures, current events, filmstrips, and movies using familiar vocabulary and structures.

III. Original (creative expressions)

Depending on the classroom setting and the materials used, the student will...

A. present dialogues simulating every day situations, using patterns approximating native speech.

B. give monologues using patterns approximating native speech.

C. discuss familiar topics using patterns approximating native speech.

Reading Skills:

All material read is either a recombination of familiar vocabulary and structures or is initially presented by the teacher.

I. Directed

Depending on the classroom setting and the materials used, the student will...

A. read aloud with proper pronunciation and intonation, passages such as dialogues, and poems.

B. demonstrate comprehension of written material, such as dialogues, poems, and selected reading passages.

II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

A. read aloud with proper pronunciation and intonation, passages, such as dialogues and poems.

B. demonstrate comprehension of written material, such as dialogues, poems, and selected reading passages.

III. Independent

The student will read simple material in books, magazines, and newspapers, usually at one level below the instructional level.

Writing Skills

All written work reflects correct spelling and proper use of vocabulary and structures.

I. Dictations

Depending on the classroom setting and the materials used, the student will write selected paragraphs of familiar material and/or recombinations of it.

II. Directed Writing

Depending on the classroom setting and the materials used, the student will continue the activities as described in Level II Directed Writing Skills, while using more complex materials.

III. Independent Composition

Depending on the classroom setting and the materials used, the student will continue the activities as described in Level II Independent Composition, but of a greater length and difficulty.

M.Y. Lermontov

LEVEL IV

Listening Skills:

All recorded utterances are spoken in standard Russian by native speakers. Teacher utterances are spoken in standard speech at normal speed. There will be some variations in speech patterns, such as dialects, child's speech, substandard speech, or slang, which may be discussed in connection with a particular play, poem, or other reading selection.

I. Situational

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of various situations and vocabulary related to all subjects listed under Levels I-III Listening Skills, but in greater depth.

B. demonstrate comprehension of selections from adaptations of plays, novels, stories, and other materials utilizing familiar vocabulary and structures.

C. demonstrate immediate comprehension of questions and comments based on familiar material.

D. demonstrate comprehension of standard Russian in normal conversational situations.

E. demonstrate comprehension of lectures, broadcasts, and recordings of subjects within vocabulary and structural range.

F. demonstrate comprehension of material which is only partially familiar through contextual clues.

II. Structural

Depending on the classroom setting and materials used, the student will demonstrate comprehension of the structures listed under Levels I-III Structural Listening Skills, but in greater depth.

Speaking Skills:

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of Russian, and are not offensive to the ear. Emphasis is on directed and original utterances.

I. Mimicry (repetition of a model)

Depending on the classroom setting and the materials used, the student will demonstrate greater skill in mimicking model sentences, when compared with the level of fluency achieved in Level III.

II. Directed (teacher-motivated responses)

Depending on the classroom setting and the materials used, the student will demonstrate the ability to perform the skills previously listed under Level III Directed Speaking Skills, but in greater depth.

III. Original (creative expressions)

Depending on the classroom setting and the materials used, the student will...

A. demonstrate the ability to perform the skills previously listed under Level III Original Speaking Skills, but in greater depth.

B. demonstrate the ability to communicate in Russian in a way to the level of study.

Reading Skills:

Material read is either a recombination of familiar vocabulary and structures or is initially presented by the teacher.

I. Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate the ability to perform the skills previously listed under Level III Directed Reading Skills, but in greater depth.

B. read aloud demonstrating the awareness of how phonology affects meaning.

II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate the ability to perform the skills previously listed under Level III Semi-Directed Reading Skills, but in greater depth.

b. read aloud demonstrating the awareness of how phonology affects meaning.

III. Independent

The student should become acquainted with books, newspapers, and magazines.

Writing Skills:

All written work reflects proper use of vocabulary, standard spelling, and structures.

I. Dictations

Depending on the classroom setting and the materials used, the student will write selected paragraphs of familiar material and /or recombinations of it.

II. Directed Writing

Depending on the classroom setting and the materials used, the student will...

A. write answers to questions based on material presented.

B. write questions based on material presented.

C. write compositions based on answers to questions and/or suggested guidelines about familiar material.

D. make necessary written changes required by the grammatical patterns.

E. paraphrase what is heard in dailogues, short stories and other readings.

III. Independent Composition

Depending on the classroom setting and the materials used, the student will ...

A. paraphrase sentences from reading material containing difficult vocabulary.

B. write compositions based on material discussed or read.

C. write original compositions on a variety of subjects as assigned by the teacher.

D. write original dialogues based on familiar situations.

E. write using vocabulary appropriate to the situation.

LEVELS V AND VI

Levels V and VI are specialized electives which follow the patterns of Levels III and IV. Normally, these courses are adapted to teacher and student interest and availability of materials.

St. Basil's Cathedral in Moscow

CONVERSATION AND CULTURE LEVELS I AND II

LEVEL I

Listening Skills:

Simple utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech.
Depending on classroom setting and materials used, the student will...

A. recognize the letters of the alphabet.

B. distinguish the sounds of Russian in minimal pairs of one or two words.

C. demonstrate listening comprehension of the basic sound system of Russian, including pronunciation, rhythm, and intonation.

D. demonstrate understanding of routine classroom directions given in Russian.

E. distinguish affirmative, negative, and interrogative utterances.

F. demonstrate comprehension of various simple situations and vocabulary

1. greetings.
2. classroom objects.
3. giving and asking names.

G. identify the appropriate response to oral questions or statements.

H. recognize selected interrogatives such as

1. кто .
2. где .

I. demonstrate comprehension of selected common prespositions, such as

1. в .
2. на .

J. identify the topic of simple dialogues.

Speaking Skills:

All mimicked and directed simple utterances are spoken with correct rhythm, intonation, and pronunciation of standard Russian.
Depending on classroom setting and materials used, the student will...

A. mimic all sounds of Russian.

B. mimic dialogue sentences and structures.

C. repeat the alphabet and spell orally.

D. ask and answer simple questions, based on familiar vocabulary.

E. pronounce and sing the words of Russian songs.

F. use culturally acceptable forms and behavior in dialogues, etc.

Reading Skills:

All reading should incorporate only material which has been previously learned through listening and speaking skills. Reading is not heavily emphasized in the Conversation and Culture courses; however, when appropriate the directed and semi-directed reading approaches are used.

I. Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of materials read aloud, such as simple dialogues.

B. read aloud simple dialogues.

II. Semi-Directed

Depending on the classroom setting and materials used, the student will...

A. demonstrate comprehension of simple dialogues read silently.

B. read silently simple dialogues.

Writing Skills:

Writing is based on material the student has first encountered orally and has read silently or aloud.

I. Copying

Depending on the classroom setting and the materials used, the student will...

A. write the letters of the alphabet, numbers, and punctuation marks.

B. copy words, phrases, and dialogues.

II. Dictation

Depending on the classroom setting and the materials used, the

student will...

A. write the letters of the alphabet, diacritical markings, numbers, and punctuation marks as dictated.

B. write words, phrases, and/or sentences as dictated.

Alexander Nevsky

LEVEL II

Listening Skills:

Elementary level utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Utterances become slightly longer and involve new vocabulary required for the situations listed below.

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of various situations and vocabulary such as:

1. all subjects listed under Level I
2. shopping and dining at a restaurant
3. vacation travel expressions
4. traffic direction,addresses, and telephone numbers
5. selected historical sites and facts, geography
6. selected literary and historical figures

B. identify the appropriate response to an oral question, based on the above situations.

Speaking Skills:

All mimicked and directed utterances are spoken with correct rhythm, intonation, pronunciation, and speed of standard Russian. Emphasis gradually shifts from mimicked to directed and simple original utterances.

I. Mimicry

Depending on the classroom setting and the materials used, the student will...

A. demonstrate greater skill in producing the sounds of Russian, in comparison to the level of fluency achieved in Level I.

B. demonstrate the ability to mimic longer and more complex utterances, in comparison with the level achieved in Level I.

II. Directed (teacher-motivated response)

Depending on the classroom setting and the materials used,the student will...

A. answer with complete sentences questions based on vocabulary and

structures previously listed under the listening objectives.

C. demonstrate an awareness of cultural patterns and behaviors.

III. Original (creative expressions)

Depending on the classroom setting and the materials used, the student will...

A. use correctly the vocabulary listed under the listening and directed speaking objectives.

B. use correctly and appropriately the structures under the listening and directed speaking objectives.

Reading Skills:

All material is a recombination of known vocabulary.

I. Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of material read aloud, such as dialogues, selected reading passages, and simple songs and poems.

B. read aloud material such as dialogues, selected reading passages, and simple songs and poems.

II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

A. demonstrate comprehension of material read silently, such as dialogues, songs, and poems.

B. read silently materials such as dialogues, songs, and poems.

Writing Skills:

All written work is spelled correctly, and reflects the proper use of words, phrases, and sentences which the student has first learned orally and has read silently and aloud. Keeping in mind the very nature of the Conversation and Culture courses, writing as well as reading are of secondary importance compared to listening and speaking.

I. Dictations

Depending on the classroom setting and materials used, the student will...

A. demonstrate an ability to write vocabulary words, phrases, and sentences based on material previously learned.

B. write vocabulary words, phrases, and sentences based on material previously learned.

II. Directed Writing

Depending on the classroom setting and the materials used, the student will...

A. rewrite sentences making necessary changes in structure or form.

B. write answers to questions based on selected material which has been read.

C. write very simple paragraphs based on guide questions for selected materials.

N.V. Gogol